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Results of a survey of 180 community and junior colleges indicate that community college language programs continue to be largely connected with the transfer curriculum, and that their enrollments have declined in part as a consequence of the widespread erosion of language requirements among the B.A.-granting institutions to which community college students transfer. Language enrollments have held up well, however, in the larger, predominantly urban colleges where the student population is large enough to justify curricular diversity. Some community college faculty have been successful in developing career-oriented and community-related curricula to appeal to a wider student population. This report consists of a prose summary of research findings, a set of conclusions and policy recommendations to community college faculty and administrators, eleven tables, and curricular models. A number of conference papers, working papers, and reports are appended.
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FINAL REPORT

Contract No. 300-75-0338

A STUDY OF THE ROLE OF FOREIGN LANGUAGES
IN THE CURRICULUM OF JUNIOR AND COMMUNITY
COLLEGES IN THE UNITED STATES

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August 1978

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Modern Language Association of America, 62 Fifth Avenue, New York, N.Y. 10011

U.S. Office of Education, Division of International Education, Contract No. 300-75-0338.

This report is based on information derived from an informal survey of foreign language programs in community and junior colleges. Responses from 180 colleges in ten states were subjected to a detailed analysis. Supplementary information was derived from a survey of institutions where foreign language programs are marginal or non-existent and from a series of workshops and conferences held in various regions of the U.S.

The report shows that community college language programs continue to be largely connected with the transfer curriculum, and that their enrollments have declined in part as a consequence of the widespread erosion of language requirements among the B.A.-granting institutions to which community college students transfer. Language enrollments have held up well, however, in the larger, predominantly urban colleges where the student population is large enough to justify curricular diversity. Some community college faculty have been successful in developing career-oriented and community-related curriculum to appeal to a wider student population.

The report consists of a prose summary of research findings, a set of conclusions and policy recommendations to community college faculty and administrators, eleven tables, and a set of appendixes containing conference papers, reports of related research, and curricular models.

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A STUDY OF THE ROLE OF FOREIGN LANGUAGES
IN THE CURRICULUM OF JUNIOR AND COMMUNITY
COLLEGES IN THE UNITED STATES

Foreword

The MLA's study of the role of foreign languages in the junior and community colleges of the United States was undertaken in an attempt, first, to understand the nature and limitations of the enterprise and second, to establish links between it and the mainstream of the language teaching profession, as represented by the Modern Language Association itself and by the faculty members from four-year institutions who constitute the leadership of the Association. The staff believes it has had reasonably good success in achieving these goals. Since the foreign language enterprise in community colleges is a marginal one, at best, relatively few generalizations can be drawn about it at the national level, and those that can be drawn are disarmingly simple. We believe, nonetheless, that they are valid for an educational context in which, much of the time, quality of teaching plays as great a role as any other single factor. Quality of teaching remains an elusive and indefinable factor; yet, all other generalizations are peripheral to it.

We have also had reasonable success in establishing links between two-year college faculty and the MLA, though these links for the most part are channelled via the MLA's professional arm, the Association of Departments of Foreign Languages, in perpetuation of a long-standing hierarchy of values that continues to give lower priority to teaching than to "pure" research on literature or literary criticism. Despite these obstacles, the links remain intact and usable, and could help furnish the skeleton of a stronger, more effective network of alliances, should the will to create one ever emerge.

The present report must be examined in the context of the exemplary work done by the Center for the Study of Community Colleges, under the leadership of Dr. Arthur Cohen. The Center's long-term study of the humanities in community and junior colleges needs to be read and acted upon by all humanists, not merely by the National Endowment for the Humanities, which commissioned it, or the American Association of Community and Junior Colleges, which collaborated in it. It is symptomatic of the plight of the humanities in community colleges that their world is all too often isolated. Such isolation is necessary for a fair examination under "laboratory"

conditions, but it is not conducive to action. Both the humanities and the community colleges represent, in Cohen's words, "endangered species." It is arguable that their treatment in American education is similar to that of minority ethnic groups. The parallels are striking and should serve as a warning to all who recognize the real and potential destructiveness of such treatment.

The present report is the responsibility of the author, but it could not have been accomplished without the hard work of MLA Research Assistant Kathryn A. Buck and Staff Assistant Merry Tigar. In addition to Dr. Cohen and his staff, we are grateful to the authors of various articles and reports here included in the Appendixes and to the many faculty members who participated in the workshops and meetings, responded to our surveys, and offered helpful suggestions. Finally, we acknowledge the advice and assistance of Mrs. Julia Petrov, Chief of the Research Section, Division of International Studies, USOE.

Introduction

Since the early 1960s, surveys and studies of foreign language instruction in the U.S. postsecondary education have been chiefly concerned with the "normal" pattern of college education--the four-year B.A.-degree program--and have taken for granted the traditional role of foreign language study within it. Yet, the history of foreign language study since the passage of the National Defense Education Act in 1958 shows that patterns of enrollment and preference have been noticeably responsive to general education and social trends. Since 1967, for example, the teaching profession has been cognizant of a widespread movement toward the elimination or reduction of foreign language entrance and degree requirements.

This trend, amply documented by the U.S.O.E.-supported surveys undertaken by MLA in 1970-71 and in 1974-75, has significantly undermined the basis of foreign language study in a wide spectrum of U.S. colleges, with inevitable implications for programs in secondary schools and two-year colleges. At the same time, American postsecondary education has changed fundamentally. In particular, it has broadened its base to include students of all backgrounds, many of whom a decade ago would not have been considered "fit" for college. As part of this change, curriculum in schools and colleges has tended to shift away from the traditional humanistic disciplines into the "here and now" or "bread and butter" fields--particularly into those which are perceived as direct preparation for specific careers and vocations. Accompanying all of these changes has been a rapid growth in the two-year college enterprise: from 773,529 enrollments in 1962, to 2,665,787 in 1972 (or 245%, compared to 80% for four-year institutions). During the same period, the total of non-degree-credit enrollments (in all institutions) has grown fourfold, from 229,000 to 949,803. (In 1972, non-degree-credit enrollment represented 32.8% of the total enrollment in two-year institutions.)

In general, foreign languages, deeply rooted as they are in the traditional

humanistic liberal arts curriculum, are still poorly established in the two-year colleges and in adult education. In 1968, language enrollments in two-year colleges corresponded to only 7.3% of their total enrollment, compared with 17.4% ratio for four-year institutions. By 1972, the foreign language ratio in two-year colleges had dropped to 5.7%. In size, two-year college language programs range from fewer than ten students up to two thousand or more, but with only a handful in the latter category. Limited by resources, student interest, and the difficulties of staffing, the majority of two-year colleges have fewer than one hundred language enrollments each. In many colleges, only one language (generally Spanish) is available, and in most of them the language offering is primarily geared to the needs of the transfer curriculum and generally unrelated to vocationally-oriented or other general and terminal programs.

The peripheral position of foreign language study in the majority of two-year colleges is an unhealthy phenomenon. For those who believe that language study should be accessible to all students and well-integrated into college curricula, it is distressing that only limited opportunities--or in some cases none at all--are available in many colleges. For those who believe in language study as a means of broadening students' horizons and expanding their social and intellectual outlook, it is distressing that this opportunity should be denied in the most universal and democratic of our postsecondary institutions. Indeed, the marginal position of the language study in the two-year colleges is almost a vindication of those who regard it as a "elitist" study or an educational frill.

Ways must be found to help students, faculty, administrators, and governing boards of two-year colleges to recognize the value of language study both as a humanizing force and as a natural channel for student interest in comparative cultures and international studies. Ways must also be found to help

the foreign language teaching profession itself, as well as those responsible for the training of teachers, to identify the best strategies for establishing and supporting viable programs in the two-year colleges. To this end, information is needed about programs that have so far been successful in meeting the needs of the various constituencies that attend the various kinds of two-year colleges. Information is also needed about programs that are less successful, or only marginal, and appear to have little impact on the life of their institutions. Finally, information, insights, and articulation of ends and means must be sought among the educators, administrators, and community leaders who know the two-year colleges best, in their own local context.

Description of the project.

The Modern Language Association, with support from the U.S. Office of Education, undertook in 1975 a comprehensive study of the role of foreign language instruction in two-year colleges, involving both a review of existing programs and a formulation of objectives and recommendations for the future, for the use of the language teaching profession and the larger educational community. The project was planned in three stages: first, an informal survey was undertaken of two-year college language programs, requesting information on administrative framework, student population, curricular ends and means, and staffing; information was solicited primarily from language department chairpersons. Second, a series of eight one-day workshops were held in key urban locations, bringing together language teachers, administrators, and representatives of nearby universities in a dialogue concerning ways in which the language teaching profession at large could contribute to the strengthening of the two-year college enterprise. Finally, a conference was held at which a small number of professionals and leaders in education attempted to synthesize the discussions and recommendations of the workshops in a succinct statement of ends and means.

The present report provides the results of the program survey and of a companion investigation of "unsuccessful" programs, reports from the eight workshops and the invitational conference, and a set of conclusions and recommendations. This report, it should be noted, does not appear in isolation. For several years the Center for the Study of Community Colleges, headed by Arthur M. Cohen, has been engaged in a comprehensive study of the humanities in the two-year colleges, funded by the National Endowment for the Humanities. Numerous studies and reports have already emerged from this research, and others are to follow. The Modern Language Association is grateful for excellent cooperation received from Dr. Cohen and his colleagues in conducting our own investigation, and we are pleased that some of our own papers have contributed to the Center's work.

Chapter One: Analysis of Foreign Language Enrollments in Two-Year
Colleges, Fall 1974

The first phase of the MLA's study of foreign languages in community and junior colleges consisted of an analysis of available data on enrollments. The principal source of data was the MLA's own census of foreign language registrations at all institutions of higher education, taken in the Fall of 1974. This survey was actually the twelfth in a series going back to 1958, supported by funds from the U.S. Office of Education.

The MLA's 1974 census produced a response from 99.9% of the 2,498 institutions surveyed, of which 2,413 reported registrations on one or more foreign languages. Among two-year colleges, 835 reported foreign language enrollments and another 230 responded by indicating that no students were currently enrolled in language courses. Table 1 compares the number of institutions offering language instruction with the total number of two-year institutions in 1968, 1970, 1972 and 1974. Table 2 compares enrollment totals for the same four years in the five leading modern foreign languages, Latin, Greek, and "Other". Table 3 compares trends in two-year college language enrollments against total institutional enrollments, for the same four years.

Breakdowns of the MLA's 1974 census data by institution, state, and region reveal a number of interesting patterns. Table 4 shows the number of two-year institutions in each state with language enrollments; the total language enrollment for the state; the average language enrollment per institution; and the number of institutions with fifty or fewer enrollments, and ten or fewer, respectively. Table 5 indicates the number of institutions in each state offering Spanish, French, and German, respectively, and the number offering only one or two languages, respectively. It was a hypothesis of this project that a total language enrollment of ten or fewer students is an index of a poorly supported and poorly developed instructional program in languages, that an enrollment below fifty is also less

than desirable, and than an offering in only one language does not provide the kind of educational opportunity that proponents of language study believe should be widely available. When referred to such criteria, the data in Tables 4 and 5 reveal these disturbing facts: fully 22% of the two-year colleges offer only one language; 41% have language programs consisting of fifty enrollments or fewer; 6% have ten or fewer--the lowest enrollment anywhere being two students, recorded at three different colleges.

Table 6 compares two-year college language enrollments (and the number of colleges offering languages) for two key years, 1968 and 1974, by state and region. The "percent change" columns show a serious decline in language study in three regions and significant growth in three others. Examination of the state-by-state figures shows a very wide range of patterns among the states. As Table 7 shows, four-fifths (81.4%) of the two-year college language enrollments are concentrated in eleven states. When combined enrollments totals for two-year and four-year institutions are examined, these states account for only 56.8%. Table 8 lists (for Fall 1974) the twenty largest two-year college language programs in the nation, all of which are found in the seven leading states: eleven in California, five in New York, and one each in four others. The list of the twenty largest programs in 1968 includes twelve of the same institutions that appears on the list in 1974. Collectively, they experienced a growth of 36.1% in language enrollments between the two surveys. Of the eight colleges that were among the top twenty in 1968 but not in 1974, three experienced growth and five decline, with a collective loss of 23.6% below 1968 enrollment levels.

Finally, Table 9 lists "Other" languages taught in two-year colleges in Fall 1974, with enrollment figures and the names of the states in which they are taught.

SUMMARY OF THE MLA SAMPLE

In the second phase of its national study of the role of foreign languages in U. S. community and junior colleges, funded by the U. S. Office of Education, the MLA in the spring and fall of 1976 sent a brief informal questionnaire (see Appendix 1) to the chairmen of language departments in twenty selected states. The purpose of the questionnaire was to attempt to identify factors that could be correlated with the success (or lack of success) of a college's foreign language program, as measured by its enrollments.

College foreign language enrollments have been canvassed regularly by the MLA--usually at biennial intervals--since the early 1960's. For the present purpose, the MLA's census reports for 1968, 1970, 1972, and 1974 were consulted. In setting up comparisons, however, it was not sufficient to make use of the absolute enrollment totals recorded for the specific census years. Instead, for each year in question, and for each individual institution involved in the present report, the ratio of foreign language enrollment to total institutional enrollment was calculated, using for the latter purpose data available from the National Center for Education Statistics, HEW. Comparisons between any two census years are thus based on these ratios rather than on absolute enrollment totals.

For most of the institutions covered by the report, comparisons were made between the 1968 and 1974 ratios; in cases where no 1968 figure was available, 1972 was used. Ratios were calculated, recorded, and compared for each of the responding colleges in the ten states which yielded a response rate of 30% or better on the survey: California, Florida, Georgia, Illinois, Michigan, New Jersey, New York, Pennsylvania, Texas, and Washington. As of the cut-off date, 1 November 1976, 180 usable responses had been received from these ten states, which include nine of the eleven most "populous" states in terms of two-year college language enrollments. Taken together, the ten target states represent 117,502 two-year college language enrollments, or 76.1% of the total recorded for the entire United States in the MLA's 1974 census.

The 180 responding colleges constitute 43% of the total of 420 colleges for which the MLA recorded language enrollments in 1974 in these states.

On the basis of the comparison of 1968 (or 1972) and 1974 enrollment ratios, the 180 colleges were classified into three categories, called A, B, and C, and defined as follows: "A" colleges are those in which the ratio rose--i.e., the foreign language enrollment status improved--by two percentage points or more between the censuses of 1968 and 1974; "B" is the category of colleges where the enrollment ratio held steady within a range of two percentage points up or down between 1968 and 1974; and the "C" category includes those at which the ratio declined by two percentage points or more during that period.

Table 10 represents the detailed response from the 180 responding colleges, broken down by categories A, B, and C, with populations of 30, 56, and 94 colleges respectively. The A and B groups together are nearly equal in number to the C group, thus providing a balance between the relatively "stable" and "unstable" institutions. The total sample, however, is probably too small to permit very many firm correlations between questionnaire responses and the basic categories. Thus, two factors regarded by the authors of the questionnaire as potential sources of strength for a community college language program turn out--at least in the present investigation--to have an essentially negative correlation with enrollment growth and stability. The two factors are departmental participation in an international studies program and participation in a study abroad program (questionnaire item no. 4). In both cases, the category with the highest incidence of such programs is the C category; in both cases the A category has the fewest such programs, and indeed, none of the colleges in the A category reports an international studies program. In the case of courses or sequences offered jointly with other departments (item no. 5), the results are ambiguous: the incidence is highest in the B category, lowest in the C. While the results on these items are in general inconclusive, the questionnaires would appear to offer no evidence in support of international studies or study abroad programs as sources of enrollment growth in

the two-year colleges. This of course does not mean that they do not contribute to the stability or visibility of a language program in other ways.

Under item 6, the A group distinguishes itself from groups B and C by reporting a lower average percentage of students taking language courses primarily for transfer purposes, and a higher average of those choosing language as an elective or for personal or vocational reasons. At the same time, the A colleges are those with the best record for establishing functional contact with the institutions to which their students transfer.

Somewhat more conclusive is the evidence from item 9 that the A colleges, when compared with their B and C counterparts, depend for their enrollments less on the B.A. requirements at the nearby transfer institutions, and more on other factors.

Unexpectedly, there is no demonstrable correlation between preference for staffing a department with full-time (as opposed to part-time) teachers and "success" in language programs as measured by relative enrollments. Of the three categories, only the C colleges have (collectively) more full-time teachers than part-time, and indeed, the A colleges have the smallest percentage of full-time teachers. The C group also has the largest percentage of native speakers among its language teachers, and the A category colleges have a percentage that is lower than the average for all three groups taken together.

Item 14 gives no new insights, but tends to confirm the classification already undertaken. By a wide margin, more A colleges record themselves as experiencing "lasting stability" in their language programs than any other group: 80%, as compared with only 58.2% in the B group, 52.1% in the C group. Fully 40.4% of the C colleges describe their situation as "unstable."

Responses to the verbal items on the questionnaire (nos. 14-16) are reported in Table 11.

Chapter Three: A Survey of Unsuccessful Language Programs

Distinct from the survey of existing language programs was a complementary investigation of institutions at which language programs were either non-existent, very small, or rapidly declining (in terms of enrollments). A simple letter survey was sent early in 1976 to administrators of 220 institutions in this category. Responses were received from 102 institutions: 59 from colleges with no language programs at all, 8 from colleges with enrollments of ten or fewer students, and 35 from colleges with enrollments above ten. Since all of the colleges in the last group qualified for inclusion in the "C" group of respondents to the principal survey, their response to questions were very similar to those received from colleges in the "C" group, and many of their free responses echoed those received from the larger programs.

It is worth noting that 79 of the 102 questionnaires, or 77%, were returned from rural (as opposed to urban or suburban) colleges; 81 (79%) were from colleges with low institutional enrollments (below 2,000).

In general, the administrators at the responding colleges explained the non-existence or small size of their language programs as the result of inadequate student demand. Detailed responses went beyond this simple explanation and pointed to such factors as lack of student interest, lack of relevance to career needs of students (or words to this effect), lack of (or elimination of) language requirements at the institutions to which students transfer, and in a few cases, unavailability of qualified instructors. While this last explanation, taken at face value, may be considered surprising, in view of the national oversupply of language teachers, it should be noted that some of the respondents are

located on campuses that do not attract applicants from academically trained personnel from outside their own region. Three respondents also alluded to inappropriateness of graduate training in language and literature departments for the kinds of teaching that is needed in community colleges.

One administrator offered a detailed explanation of inadequate demand that is probably valid for many of the respondents. His point was that demand for language instruction, even if numerically adequate, could not easily justify investment in a permanent faculty position, though it might justify a part-time appointment. On the other hand, a part-time appointment (or even two or more such appointments) could not generate either the number or the visibility necessary to help language instruction thrive over a longer period of time.

Another respondent commented that interest in language instruction at his institution was "marginal" and did not justify a continuing program. Since total language enrollment at this particular institution was only 15 students, one could easily agree with the respondent's characterization while wondering whether or not there was something that the faculty or administration could do to improve the situation. In effect, the MLA's survey succeeded in eliciting from this respondent and some of the others, a set of rationalizations for non-action rather than explanations of the state of affairs. In general, however, the MLA has no reason to dispute or disagree with the explanations offered, and our own conclusions, stated in chapter five of this report, are based in part upon these explanations.

Chapter Four: Reports from Regional Meeting and Workshops

In conformity to the original plan of the project, a series of state-wide and regional meetings on workshops were held during the academic year 1975-76, culminating in an invitational conference held in December 1976. Although the meetings were not uniform in arrangements and agenda, all were concerned with the status and function of foreign language programs in U. S. community and junior colleges. For most persons who work with community college faculty or programs, the necessity for local contacts is virtually self-evident: not only do community college faculty have difficulty obtaining travel funds, especially for meetings outside their own state, but the conditions under which they operate are also largely determined by specific policies set down by the governing bodies of each individual state. As in other educational contexts, regional traditions and geography also play a role.

Because in some cases it was either necessary or appropriate for the MLA to cooperate with local organizations in setting up the workshops, some of these organizations were asked to serve as co-sponsors. This proved useful in publicizing and recruiting participants for the workshops and gave them credibility in circles where, in fact, the work of the Modern Language Association is not well known. The involvement of co-sponsors necessarily also had an effect on the format of each meeting, but this proved ultimately to be fortunate, as it became evident that it would be more useful if the workshops could pursue complementary objectives rather than simply replicate a fixed format.

In chronological order, the meetings were the following:

1. 6 November 1975 in Chicago, Illinois (for the midwest region);
2. 27 December 1975 in San Francisco, California;
3. 4 March 1976 in Dallas, Texas, in cooperation with the Texas Junior College Association;

4. 10 April 1976 in Springfield, Illinois, co-sponsored by Sangamon State University and the Illinois Foreign Language Teachers Association;
5. 7-8 May 1976 in Saratoga Springs, New York, co-sponsored by the New York State Association of Foreign Language Teachers;
6. 15 June 1976, in Detroit, Michigan, co-sponsored by the Association of Departments of Foreign Languages (ADFL);
7. 22 June 1976, at Stanford University, California, co-sponsored by ADFL;
8. 16-17 July 1976, in Seattle, Washington, co-sponsored by the Association of Departments of English.

The meeting of 6 November 1975 in Chicago occurred too early in the academic year to make use of results of the MLA's informal survey of two-year college programs, which was then in progress. Accordingly, the organizers of the meeting decided to commission papers that would focus on a single topic that would illuminate a whole range of educational issues. The chosen topic was "The Training of Foreign Language Teachers for the Two-Year College." It was understood, and made clear to the authors of the papers, that they were not to focus on technical aspects of teacher-training, but rather on the nature, philosophy, and practical reality of the instructional enterprise in foreign languages within the community college context. Three of the commissioned papers are reproduced in Appendix A of this report; their principal insights and conclusions have contributed to the summary chapter of the present report.

The meeting of 27 December was held during the course of the Modern Language Association's annual convention, which took place from 27 to 30 December in San Francisco, California. Although the meeting made use of the facilities of the MLA, it was not, strictly speaking, a meeting for the Association's membership. Rather, invitations were sent to foreign language department chairpersons and administrators in California and surrounding states with the knowledge that most of them would not be members of the MLA. One of the prin-

principal focuses of the meeting was on the problems of part-time faculty, and the related problems of administrators, in two-year colleges. There were no formal papers on the agenda of this meeting, but a number of oral presentations generated lively discussion among those present. Since the community college enterprise in California, including the study of foreign languages, is far larger than that of any other state, the problems raised by the use of part-time faculty are more extensive and better known than anywhere else, and thus of considerable local interest. Because professional status and workers' rights are involved, the issue of part-time faculty employment is also one that extends beyond the scope of two-year colleges. As a result of these factors, the sessions dealing with this specific issue attracted many persons who had not received special invitations and were attended by an overflow audience. Other sessions dealing with less controversial matters were attended by a "core" group of reasonable size who participated actively in discussions. Opportunity was also found during the day to hold a planning meeting for persons interested in developing a program for a follow-up workshop scheduled to be held at Stanford University in June 1976.

The third workshop in the series was held on 4 March 1976 in Dallas, Texas in collaboration with the Texas Junior College Association and the then newly organized Texas Association of Departments of Foreign Languages. To this meeting the Project Director was able to bring a preliminary report on the results of the MLA's survey with special reference to the responses from colleges in Texas. His presentation, those of the other speakers, and the discussion were primarily concerned with identifying curriculum, and techniques for promoting enrollment growth and for overcoming administrative obstacles to new courses.

The latter topic was the principal focus of the fourth meeting, held on 10 April 1976 in Springfield, Illinois with the collaboration of Sangamon State University and the Illinois Foreign Language Teachers Association (IFLTA). While

much of the discussion centered on ways and means of obtaining approval--and transfer credit--for two-year college courses in language, literature, and culture, there was also discussion of program expansion for the general student. By April, the survey data were well-enough developed to enable the Project Director to present information from all of the states surveyed that were deemed useful to the Illinois faculty members present. The members present agreed to choose the IFLTA as their agent for assisting with promotional activities identified as promising. Although many of the departments represented were also members of the MLA's subsidiary organization, the Association of Departments of Foreign Languages (ADFL), the limitations of a national organization in assisting with local problems were recognized. ADFL, however, was urged to continue to sponsor meetings and publications dealing with two-year college curriculum. As is widely known, ADFL is the only national organization in the foreign language field to have devoted time, space, and attention to the special concerns of language educators in the two-year colleges.

The fifth meeting in the series was held over a one and one-half day period, 7-8 May 1976, at Saratoga Springs, New York. It was co-sponsored by the New York State Association of Foreign Language Teachers. While the meeting dealt with many of the same issues and concerns that had been raised at previous meetings elsewhere, a lively exchange of experiences and views among the participants proved useful and informative. A summary of the meeting appears as Appendix B to this report.

The sixth and seventh meetings in the series took place in close sequence: the former on 15 and 16 June at Wayne State University in Detroit, Michigan; the latter on 23 and 24 June at Stanford University, in California. The Wayne State meeting provided an opportunity to hear, among others, President Seymour Eskow of Rockland Community College, New York, and Louise H. Allen, Director of Community College Cooperative Programs at Sangamon State University. The Stanford

meeting featured a presentation by Arthur M. Cohen, President of the Center for the Study of Community Colleges at the University of California, Los Angeles. Their papers appear under Appendix C to this report.

An eighth meeting was held, finally, from July 16 to 18, 1976 in Seattle, Washington, under the joint auspices of the Association of Departments of English and the Association of Departments of Foreign Languages. Although not all persons present were foreign language instructors, most were administrators of humanities departments or divisions that have institutional responsibility for programs in both English and foreign languages. There are, moreover, a number of administrative and curricular concerns that are shared by both fields, justifying contact between their faculties. Discussion at the meeting centered primarily on the status and outlook for the humanities in general at community colleges in the State of Washington and in other states represented by those in attendance.

As planned in the original project proposal, the eight workshop meetings culminated in a final invitational conference held at MLA headquarters in New York City on 2-3 December 1976. A final summary of the results of the MLA's informal survey was prepared for the participants in this conference, together with a set of conference papers (see Appendix D). Participants included foreign language department chairpersons from various parts of the country, joined by a group of knowledgeable specialists and administrators including Louise Allen, Arthur M. Cohen, Marie Martin (USOE), Jorge Perez-Ponce (AACJC), and others.

Discussion at the conference focused primarily on possible courses of collective action that might help to promote and expand instruction in languages, literatures, cultures, and international studies in the two-year colleges. Ideas were discussed that related both to action in local communities and to national programs. These ideas, and others that came out of the eight workshops and accompanying discussions, as well as correspondence, are discussed in the concluding chapter of this report.

Chapter Five: Conclusions and Recommendations

In retrospect, it is clear that the principal results and findings of the MLA's project are those that emerged from the analysis of the survey responses from the language programs categorized in Chapter Two as "A", "B", and "C". Limited though these findings are, they agree generally with comments made during the regional workshop meetings, comments obtained by the informal survey of "unsuccessful" programs, and comments of the participants at the conference held in early December 1976. They are consistent also with the findings of other researchers, including persons who have devoted their full time for many years to the study of community college humanities programs, and they are consistent with the anecdotal evidence provided by numerous oral and written communications from practitioners in the field.

Our general findings are:

1. Foreign language offerings in community colleges have traditionally been part of transfer programs, i.e., of courses of study taken by those students preparing to transfer to B.A.-granting institutions after completion of two years of general studies. Such programs are diminishing in size both in absolute terms and relative to the size of other community college programs, especially those two-year terminal programs designed to train for specific occupations. In addition, the "usefulness" of foreign language study even within transfer programs has diminished as a result of the erosion of foreign language requirements for the B.A. degree, a widespread national trend already well documented in earlier research studies of the MLA.

2. Many community colleges have also provided stimulus and encouragement

for the development of career-related and community-based courses in foreign languages, literatures, and cultures. These normally are not part of transfer programs, but relate to the needs of occupational students and, more frequently, full time practitioners of the trades or occupations involved. In recent years, such courses have proliferated in community colleges (and also in many four-year institutions), and their enrollments have helped to sustain many programs. Community-based courses and programs have also been a growth factor. In many cases these programs reflect the presence of ethnic population in the community.

3. While the "success" of the community college language programs, as defined by the MLA's survey, does not depend upon the preponderance of full-time faculty over part-time faculty, the presence and continuity of a core group of language faculty is essential to the growth and sustenance of a viable program. Part-time faculty are often excellent, dedicated teachers, and their employment permits a degree of administrative flexibility that is as useful to a language program as any other single factor. It permits a department to respond, for example, to new needs and new interests on the part of the community. For example, the introduction of a beginning course in a language not previously taught at the institution would in most instances be accompanied by the hiring of a qualified part-time instructor. Such flexibility is particularly essential in cases where it is desirable to introduce a less commonly taught language, and indeed, any national effort to introduce these languages must begin by solving the problem of instructional staffing.

4. While the survey offered no evidence that the presence of international studies programs was a significant factor in the success of departments in the "A" group, it is clear that such programs can contribute to the visibility and campus presence of language study and may thus contain the seeds of future growth. In any case, there is value in building alliances between language programs and international studies, just as there is value in alliances with occupational

programs. As far as the national interest is concerned, and any hope for national action to promote language study, it will inevitably occur within the context of international studies and the international interests of the United States. It can and should be argued that an international studies curriculum, including foreign language study, is central to American education and that therefore community college students must be given the same access as is given to students at four-year colleges and universities.

5. There would appear to be a "critical mass" of student enrollment in the institution, as well as of registration in language courses, necessary for the viability of a community college language program. While each institution is unique, and each is subject to decisions and choices made by board members, administrators, and faculty on the basis of their own experiences and opinions, there are certain population factors that are probably beyond the control of decisionmakers and ultimately have the greatest bearing on enrollment trends. In short, it may not be realistic to expect growth--or even survival--of language enrollments at certain small institutions, especially those in rural areas, or institutions that emphasize technical or occupational programs. Needless to say, considerations of staffing, already discussed above, are closely related to the question of critical mass or program size. In many ways, the situation in community colleges resembles that of high schools: not all colleges can be comprehensive; some are limited in size, scope of offerings, and flexibility. In the absence of foreign language requirements in community colleges (even for the A.A. degree)--a virtually unknown phenomenon in public-supported two-year colleges--it is unlikely that language study can ever be universally available. Our ideal would be that every college student in the country would have an opportunity to study a language--or indeed, any language. Such an ideal is unrealizable. However, it would be realistic to expect that every student will have access to at least one language study opportunity during his or her college experience. In time, electronic media may make instruction in virtually any language accessible

to any citizen. Likewise the national network of community colleges may help to make at least some classroom instruction in a language equally accessible.

Recommendations

The following recommendations, formulated by the project staff, are based primarily upon discussions at the regional workshops and at the invitational conference of 2-3 December 1976:

1. Community college administrators should periodically conduct a thorough needs assessment of interest in and potential demand for foreign language instruction on the part of their communities and student populations. Assessment studies should be free of prejudice and show awareness of non-traditional modes and objectives of language instruction as they are currently found in many colleges.

2. Recognizing the special need of foreign language instruction for intensity and continuity, administrators should strive to offer language courses in sequence of sufficient length and with sufficient contact hours to meet the defined objectives of each instructional program. Transfer credit should continue to be one criterion of quality, as in the past, but other criteria may be used to define goals in non-traditional programs.

3. In staffing language courses, administrators should strive to maintain continuity by developing full time staff positions whenever possible. Part time faculty, even when of high quality, should be used sparingly. For all appointments, job qualifications should be set that are appropriate to the needs of contemporary language instruction and the context of community colleges.

4. Community college administrators and humanities faculty should strive to create lay advisory committees for their programs, modeled after the committees set up to advise faculty of the various trade programs and pre-professional programs. Such committees would help make colleges aware of community needs and interests and would in turn help to stimulate interest in the humanities within the community. Language faculty should join with other colleagues in the humanities

in taking initiative to create such committees, or, if appropriate, they should join with colleagues in related fields to create international studies groups or committees. The humanities and international studies aspects of language programs are mutually supportive and complementary interests that may be linked together, merged, or allowed to flourish separately, depending on local needs. No matter what organizational structure is chosen, language faculty in many cases will need to become more actively involved in community "outreach" than they have been.

5. Community college language faculty who are not presently involved in international studies curriculum should undertake to become so involved or take initiative to create such programs if necessary. When appropriate, they should urge their colleagues and administrators to link with existing consortia of community college international programs and with other relevant international programs and with other relevant international education enterprises.

6. Keeping in mind the ideal that language study should be accessible to every college student in the United States, administrators of community colleges where such study is either unavailable or only marginally present should undertake to provide limited access by other means, such as consortial arrangements with nearby institutions where formal instruction is available. Another possible arrangement would be the organization of a self-instructional language program such as is now regularly used on many U.S. campuses to provide limited instruction in certain of the less commonly taught languages. In time, sophisticated "hardware" and improved "software" may make language instruction accessible via television receivers. Administrators should realize, however, that such a prospect will increase rather than reduce the potential need for access to qualified instruction to monitor, correct, and provide drill and "feedback" opportunities for persons learning via television. The role of the community colleges in such a process will be significantly enhanced and foreign languages should be among the

many educational products they help distribute.

7. Foreign language professionals at all levels should engage actively and collectively in an examination of both hardware and software for mediated instruction and should work toward the formulation of profession-wide guidelines for their use. Such guidelines, plus the findings of research studies and professional conferences, will be of particular value to community college departments who are faced with the need to provide instruction to a wide variety of students in a variety of contexts.

8. Foreign language professionals at all levels should engage in profession-wide activities to develop clearly defined proficiency goals for various levels of language instruction. Such goals, and the concomitant guidelines for their use, as well as appropriate materials for their implementation, will also be of particular value to community college departments because of their mandate to provide instruction to a variety of students for a variety of purposes in a variety of times and places. Community college faculty can and should be in the forefront of a movement to reform and rationalize our profession in the direction of proficiency-based instruction.

TABLES

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Table 1

Number of Two-Year Colleges Offering Foreign Language
Instruction, Compared with Total Number of Colleges:
Fall 1968, 1970, 1972, and 1974

<u>Year</u>	<u>Total No. Colleges</u>	<u>Colleges with FL</u>	<u>Percent with FL</u>
1968	1,011	754	74.6
1970	1,056	861	81.5
1972	1,117	899	80.5
1974	1,151	835	72.5

Table 2

Foreign Language Enrollments in U.S. Two-Year Colleges,
National Totals, by Language
Fall 1968, 1970, 1972, 1974

<u>Language</u>	<u>1968</u>	<u>1970</u>	<u>1972</u>	<u>1974</u>	<u>% Change 1968-74</u>
French	43,112	45,164	39,161	34,330	-20.4%
German	20,412	23,153	21,374	18,763	- 8.1%
Italian	2,843	4,456	4,847	5,279	+85.7%
Russian	1,813	1,657	1,867	1,723	- 5.0%
Spanish	58,599	75,804	78,398	87,060	+48.6%
Latin	1,450	667	357	460	-68.3%
Greek	1,133	412	560	535	-52.8%
Other	1,266	2,790	4,947	6,316	+398.9%
TOTAL	130,628	154,103	151,511	154,466	+18.2%

Table 3

Foreign Language Registrations in Two-Year Colleges
 Compared with Total Two-Year College Enrollments, U.S.,
 Fall 1968, 1970, 1972, 1974

	<u>1968</u>	<u>1970</u>	<u>1972</u>	<u>1974</u>
Total 2-Yr.College Enrollment*	1,289,993	1,629,982	1,791,854	2,198,294
Total FL Registrations, 2-yr.Colls.	130,628	154,103	151,511	154,466
FL Reg. as % of Total Enrollments	10.1	9.4	8.5	7.0

Percent Change between Surveys

	<u>1968-70</u>	<u>1970-72</u>	<u>1972-74</u>
Total Coll. Enrollment	26.4	9.9	22.7
Total FL Registrations	18.0	-1.7	1.9

Table 4

Number of Two-Year Colleges Teaching Foreign Languages, and Total
Enrollments, by State, Fall 1974

State	No. Colleges with FL	Total FL Enrollmt.	Average Enr. per College	Number of 2-year Colls. with FL Enrollment of	
				50 or less	10 or less
Alabama	13	467	36	11	2
Alaska	4	263	66	2	1
Arizona	12	5,550	463	1	
Arkansas	5	102	20	5	
California	99	55,494	561	10	3
Colorado	11	854	78	4	1
Connecticut	20	2,544	127	5	
Delaware	2	176	88		
D. C.	1	29	29	1	
Florida	31	7,701	248	9	
Georgia	21	924	44	17	2
Hawaii	7	1,251	179		
Idaho	3	822	274	1	
Illinois	49	7,199	147	18	3
Indiana	3	179	60	1	
Iowa	21	952	45	14	4
Kansas	21	780	37	17	5
Kentucky	12	364	30	9	3
Louisiana	6	358	60	4	
Maine	1	85	85		
Maryland	17	1,900	112	10	2
Massachusetts	27	3,642	135	6	
Michigan	32	4,125	129	12	
Minnesota	15	881	59	8	1
Mississippi	21	942	45	13	1
Missouri	18	1,359	76	10	3
Montana	3	115	38	2	
Nebraska	5	95	19	5	1
Nevada	2	48	24	2	1
New Hampshire	3	87	29	2	
New Jersey	18	6,587	366	4	1
New Mexico	8	661	83	3	
New York	51	19,472	382	16	3
North Carolina	23	2,206	95	8	
North Dakota	3	140	47	2	
Ohio	24	1,460	61	15	2
Oklahoma	11	375	34	9	3
Oregon	14	1,921	137	7	
Pennsylvania	40	4,129	103	18	3
Rhode Island	1	399	399		
South Carolina	11	1,151	105	3	
South Dakota	2	7	4	2	2
Tennessee	14	352	25	12	4
Texas	53	8,538	161	12	
Utah	4	136	34	3	
Vermont	1	21	21	1	
Virginia	27	2,628	97	15	

Table 4

<u>State</u>	<u>No. Colleges with FL</u>	<u>Total FL Enrollmt.</u>	<u>Average Enr. per College</u>	<u>Number of 2-year Colls. with FL Enrollment of</u>	
				<u>50 or less</u>	<u>10 or less</u>
Washington	26	3,333	128	6	
West Virginia	6	274	46	4	1
Wisconsin	5	1,040	208	1	
Wyoming	8	348	44	5	
Total	835	154,466	185	345	52

Table 5

Distribution of Three Leading Languages Among Two-Year Colleges,
by State, Fall 1974

State	No. Colleges with any FL	No. Colleges Teaching			No. Colleges Teaching		
		French	German	Spanish	1 FL	2 FLs	3 or more
Alabama	13	8	2	10	7	5	1
Alaska	4	1	2	3	2		2
Arizona	12	9	7	11	3	2	7
Arkansas	5	3		3	3	2	
California	99	91	82	98	7	7	85
Colorado	11	5	4	10	3	5	3
Connecticut	20	16	7	19	4	4	12
Delaware	2	1	1	2	1		1
D. C.	1	1		1		1	
Florida	31	25	18	30	4	11	16
Georgia	21	18	4	16	6	13	2
Hawaii	7	2	1	3	1	4	2
Idaho	3	2	3	3		1	2
Illinois	49	43	32	45	6	14	29
Indiana	3	3	1	3		2	1
Iowa	21	7	7	18	14	2	5
Kansas	21	9	6	18	9	7	5
Kentucky	12	9	4	6	6	4	2
Louisiana	6	5	2	3	2	4	
Maine	1	1	1	1			1
Maryland	17	14	8	16	4	5	8
Massachusetts	27	26	11	27	1	12	14
Michigan	32	25	23	26	4	9	19
Minnesota	15	6	12	8	4	6	5
Mississippi	21	18	3	14	8	11	2
Missouri	18	12	8	15	5	6	7
Montana	3	1	3	1	1	1	1
Nebraska	5	2	2	5	2	2	1
Nevada	2		1	1	1	1	
New Hampshire	3	2	2	2	1	1	1
New Jersey	18	13	11	16	4	3	11
New Mexico	8		1	8	6	2	
New York	51	48	29	45	6	14	31
North Carolina	23	21	5	22	3	15	5
North Dakota	3	1	3	2	1	1	1
Ohio	24	18	14	18	7	6	11
Oklahoma	11	3	1	11	6	3	2
Oregon	14	11	12	10		6	8
Pennsylvania	40	36	26	31	4	24	22
Rhode Island	1	1	1	1			
South Carolina	11	11	3	11		8	3
South Dakota	2	1	1		2		
Tennessee	14	10	4	6	9	3	2
Texas	53	34	27	53	13	17	23
Utah	4	1	2	4	2	1	1
Vermont	1	1		1		1	
Virginia	27	24	8	21	8	12	7

Table 5

<u>State</u>	<u>No. Colleges with any FL</u>	<u>No. Colleges Teaching</u>			<u>No. Colleges Teaching</u>		
		<u>French</u>	<u>German</u>	<u>Spanish</u>	<u>1 FL</u>	<u>2 FLs</u>	<u>3 or more</u>
Washington	26	21	21	24	2	6	18
West Virginia	6	3	3	5	2	1	3
Wisconsin	5	4	4	5		1	4
Wyoming	8	6	6	5	2	4	2
Total	<u>835</u>	<u>633</u>	<u>439</u>	<u>717</u>	<u>186</u>	<u>260</u>	<u>389</u>

Table 6 (page one)

FOREIGN LANGUAGE ENROLLMENTS IN TWO-YEAR COLLEGES, 1968-74

STATE	1968		1974		Percent Change	
	No. Instns.	Enroll- ments	No. Instns.	Enroll- ments	No. Instns.	Enroll- ments
Alabama	21	1,162	13	467	-38.1	-59.8
Alaska	3	123	4	263	33.3	113.8
Arizona	6	1,808	12	5,550	100.0	207.0
Arkansas	4	139	5	102	25.0	-26.6
California	82	36,619	99	55,494	20.7	51.4
Colorado	9	594	11	854	22.2	43.8
Connecticut	10	1,721	20	2,544	100.0	47.8
Delaware	4	508	2	176	-50.0	-65.4
D. of Columbia	3	341	1	29	-66.6	-91.5
Florida	30	5,999	31	7,701	3.4	28.4
Georgia	20	1,135	21	924	5.0	-18.6
Hawaii	4	268	7	1,251	75.0	366.8
Idaho	5	459	3	822	-40.0	79.1
Illinois	47	7,285	49	7,199	4.3	-1.2
Indiana	2	115	3	179	50.0	55.7
Iowa	20	1,932	21	952	5.0	-50.7
Kansas	16	981	21	780	31.3	-20.5
Kentucky	16	953	12	364	-25.0	-61.8
Louisiana	2	225	6	358	200.0	59.1
Maine	2	105	1	85	-50.0	-19.0
Maryland	17	2,487	17	1,900	0	-23.6
Massachu.	29	5,810	27	3,642	-6.9	-37.3
Michigan	32	5,395	32	4,125	0	-23.5
Minnesota	19	1,153	15	881	-21.1	-23.6
Mississippi	24	1,119	21	942	-12.5	-15.8
Missouri	19	2,006	18	1,359	-5.3	-32.3
Montana	3	92	3	115	0	25.0
Nebraska	5	151	5	95	0	-37.1
Nevada	0	-	2	48	+	+
New Hamp.	3	267	3	87	0	-67.4
New Jersey	18	3,463	18	6,587	0	90.2
New Mexico	2	78	8	661	300.0	747.4
New York	54	16,566	51	19,472	-5.6	17.5
N. Carolina	27	5,627	23	2,206	-14.8	-60.8
N. Dakota	4	247	3	140	-25.0	-43.3
Ohio	7	1,153	24	1,460	242.9	26.6
Oklahoma	10	521	11	375	10.0	-28.0
Oregon	12	919	14	1,921	16.7	109.0
Pennsylvania	22	3,592	40	4,129	81.8	14.9
Rhode Island	2	1,476	1	399	-50.0	-73.0
S. Carolina	13	1,434	11	1,151	-15.4	-19.7
S. Dakota	2	34	2	7	0	-79.4
Tennessee	9	622	14	352	55.6	-43.4
Texas	50	5,966	53	8,538	6.0	43.1
Utah	3	141	4	136	33.3	-3.5
Vermont	1	218	1	21	0	-90.4

Table 6 (page two)

STATE	1968		1974		Percent Change	
	No. Instns.	Enroll- ments	No. Instns.	Enroll- ments	No. Instns.	Enroll- ments
Virginia	24	2,990	27	2,628	12.5	-12.1
Washington	21	2,806	26	3,333	23.8	18.8
W. Virginia	4	266	6	274	50.0	3.0
Wisconsin	8	1,143	5	1,040	-37.5	-9.0
Wyoming	6	414	8	348	33.3	-15.9
U.S. Total	756	130,628	835	154,466	10.4	18.2
New England	47	9,597	54	6,778	12.8	-29.4
Mideast	118	26,957	129	32,293	9.3	19.8
Great Lakes	96	15,091	113	14,003	17.7	-7.2
Plains	85	6,504	85	4,214	0	-35.2
Southeast	194	21,671	190	17,469	-2.1	-19.4
Southwest	68	8,373	84	15,124	23.5	80.6
Rocky Mtns.	26	1,700	29	2,275	11.5	33.8
Far West	122	40,735	152	62,310	24.6	53.0

Table 7

Eleven States with the largest Foreign Language Enrollments
in Two-Year Colleges, Fall 1974

<u>State</u>	<u>FL Enrollment 2-year Colls.</u>	<u>% of U.S. Total Enr.</u>	<u>FL Enrollment 4-year Colls.</u>	<u>% of U.S. Total Enr.</u>	<u>Combined 2 & 4-yr. % of Total Enr.</u>
California	55,494	35.9	65,436	8.3	12.8
New York	19,472	12.6	96,790	12.2	12.3
Texas	8,538	5.5	51,262	6.5	10.1
Florida	7,701	5.0	13,540	1.7	2.2
Illinois	7,199	4.7	31,966	4.0	4.1
New Jersey	6,587	4.3	22,845	2.9	3.1
Arizona	5,550	3.6	9,091	1.1	1.5
Pennsylvania	4,129	2.7	47,361	6.0	5.4
Michigan	4,125	2.7	23,911	3.0	3.0
Massachusetts	3,642	2.4	38,406	4.8	4.4
Washington	3,333	2.1	11,380	1.4	1.6
Total: 11 states	125,770	81.4	411,988	52.0	56.8
Total U.S.	154,466	100.0	792,169	100.0	
Combined total, 11 states:			537,758		
Combined total, U.S. :			946,635		

Table 8, Part A

Twenty Two-Year Colleges with the Largest Foreign Language Enrollments,
Fall 1974, with Comparative Figures for Fall 1968

Rank 1974	College	FL Enrollment		Rank 1968
		1974	1968	
1	Miami-Dade, Fla.	3,107	1,045	12
2	Queensborough CC, N.Y.	2,402	1,579	3
3	Bronx CC, N.Y.	2,293	1,399	4
4	Los Angeles Valley, Ca.	2,096	1,251	6
5	West Valley Coll., Ca.	2,062	680	
6	Long Beach City Coll., Ca.	1,957	725	
7	Santa Monica Coll., Ca.	1,899	546	
8	San Antonio Coll., Texas	1,855	--	
9	Pasadena City Coll., Ca.	1,731	1,613	2
10	San Francisco City Coll., Ca.	1,668	853	19
11	Manhattan, Borough of, N.Y.	1,657	1,151	9
12	Pima Coll., Arizona	1,543	--	
13	Los Angeles Pierce Coll., Ca.	1,505	1,320	5
14	El Camino Coll., Calif.	1,355	933	17
15	Nassau Comm. Coll., N.Y.	1,340	1,130	10
16	Los Angeles City Coll.	1,333	2,548	1
17	Bergen Comm. Coll., N.J.	1,318	165	
18	Palomar Coll., Ca.	1,197	493	
19	Suffolk Comm. Coll., N.Y.	1,179	1,098	11
20	Grossmont Coll., Ca.	1,174	608	

Table 8, Part B

Twenty Two-Year Colleges with the Largest Foreign Language Enrollments,
Fall 1968, with Comparative Figures for Fall 1974

Rank 1968	College	FL Enrollment		Rank 1974
		1968	1974	
1	Los Angeles City Coll., Ca.	2,548	1,333	16
2	Pasadena City Coll., Ca.	1,613	1,731	9
3	Queensborough CC, N.Y.	1,579	2,402	2
4	Bronx CC, N.Y.	1,399	2,293	3
5	Los Angeles Pierce Coll., Ca.	1,320	1,505	13
6	Los Angeles Valley Coll., Ca.	1,251	2,096	4
7	Rhode Island Jr. Coll.	1,213	399	
8	East Los Angeles Coll., Ca.	1,164	59	
9	Manhattan CC, Borough of, N.Y.	1,151	1,657	11
10	Nassau Comm. Coll., N.Y.	1,130	1,340	15
11	Suffolk CC, N.Y.	1,098	1,179	19
12	Miami-Dade, Fla.	1,045	3,107	1
13	Kingsborough CC, N.Y.	961	1,165	
14	Merritt Coll., Ca.	959	641	
15	San Mateo Coll., Ca.	941	996	
16	San Diego Jr.C, Ca.	939	1,520*	(*= 2 campuses)
17	El Camino Coll., Ca.	933	1,355	14
18	Fresno City Coll., Ca.	928	729	
19	San Francisco, City C, Ca.	853	1,668	10
20	Monterey Peninsula Coll., Ca.	823	548	

Table 9

"Other" Languages Taught in Two-Year Colleges, Fall 1974

<u>Language</u>	<u>Total Enrollment</u>	<u>States Where Taught</u>
Arabic	112	CA, FL
Armenian	44	CA
Cherokee	15	KS
Chinese	1,140	CA, FL, HI
Creek	20	KS
Czech	45	TX
Dutch	39	CA
Finnish	26	MI, MN
Greek, Modern	23	NY
Hawaiian	150	HI
Hebrew	1,456	CA, CO, FL, IL, NJ, NY, PA
Ilokano	30	HI
Inupic	5	AK
Japanese	1,674	CA, FL, HI, IL, OR, WA
Navajo	188	AZ, MN
Norwegian	144	CA, OR, WA
Papago	15	AZ
Pilipino	203	CA
Polish	103	IL, NY
Portuguese	190	CA, MA, TX
Sioux	21	KS, MT
Swahili	402	AZ, CA, FL, NY, PA
Swedish	199	CA, FL, MN, OR
Tagalog	40	HI
Tlingit	15	AK
Turkish	2	FL
Ukrainian	9	PA
Yupic	6	AK

Table 10 (page one)

Response to MLA Questionnaire from 180 Colleges in Ten States,
Classified According to Relative Growth or Decline in FL Enrollment

	Category A		Category B		Category C		Total	
	No.	%	No.	%	No.	%	No.	%
1. Questionnaires received	30	16.7 ^a	56	31.1	94	52.2	180	100.0
2. Institutional enrollment:								
grown	27	90.0 ^b	49	87.5	72	85.7	148	87.1
held steady	3	10.0	6	10.7	8	9.5	17	10.0
decreased	0	0.0	1	1.8	4	4.8	5	2.9
3. FL enrollment:								
grown	18	60.0	20	35.7	19	21.8	49	29.7
held steady	8	26.7	18	32.1	21	24.1	47	28.5
decreased	4	13.3	18	32.1	47	54.0	69	41.8
4. International studies: yes	0	0.0	4	7.1	20	21.3	24	13.3
no	30	100.0	52	92.9	74	78.7	156	86.7
Study abroad: yes	2	6.7	8	14.3	22	23.4	32	17.8
no	28	93.3	48	85.7	72	76.6	148	82.2
5. Joint offerings: yes	5	16.7	14	25.0	12	12.8	31	17.2
no	25	83.3	42	75.0	82	87.2	149	82.8
6. Average percentage in each category taking FL for:								
transfer credit		52.8		58.6		59.0		57.9
A.A. requirement		34.8		24.4		32.9		30.5
an elective		38.8		27.6		26.5		28.9
a major		13.4		14.7		10.6		12.3
vocational/persnl. reasons		19.4		14.8		13.8		15.0
8. Contact with transfer institutions: yes	27	90.0	44	80.0	60	70.6	131	77.1
no	3	10.0	11	20.0	25	29.4	39	22.9
9. Dependence on B.A. requirement at transfer instn.:								
heavy	6	20.0	13	24.1	20	23.2	39	22.9
some	9	30.0	20	37.0	34	39.5	63	37.0
only one of many factors	15	50.0	21	38.9	32	37.2	68	40.0

Table 10 (page two)

		Category A		Category B		Category C		Total	
		No.	%	No.	%	No.	%	No.	%
10. Faculty:	full-time	129	44.0 ^c	217	46.6	275	52.3	621	48.3
	part-time	164	56.0	249	53.4	251	47.7	664	51.7
12. Number of native speakers:		63	21.5 ^c	95	20.4	135	25.7	293	22.8
13. Anticipate hiring:	yes	11	36.7 ^b	14	25.5	29	31.5	54	30.5
	no	19	63.3	41	74.5	63	68.5	123	69.5
14. Stable FL program:									
	stability will last	24	80.0	32	58.2	49	52.1	105	58.7
	stability will not last	2	6.7	3	5.4	7	7.4	12	6.7
Unstable FL program:		4	13.3	20	36.4	38	40.4	62	34.6
Total FL enrollment represented by responding institutions:		20,401		22,570		26,365		69,336	
Average FL enrollment for each responding institution:		680		403		280		385	
Total FL enrollment as percent- age of inst'nl. enrollment			9.4		5.8		5.8		

Notes on percentages:

- a In item 1, figures show responses in each category as % of total received (=180).
- b In items 2-5, 8-9, 13-14, percentages add up to 100% within each category, giving responses to each choice as % of total responding institutions within the category.
- c In items 10-11, figures show % of total number of faculty members listed by all responding institutions within each category.

Table 11, Part A

**Summary of Results of Questionnaire Survey of 180
Two-Year College Foreign Language Programs, Fall 1975**

Responses to Items 14-16

Table 11, Part B

List of Survey Respondents, by Category

Table 11

MLA SURVEY: FREE RESPONSES TO ITEM NO. 14

Question: Do you feel your language program is firmly grounded, stable, and well-established in the curriculum of the college? ___ yes ___ no

If yes, do you expect the present stability to last? ___ yes ___ no

If no, to what do you attribute the lack of stability or firm position?

Answers:

lack of B.A. degree requirement (in transfer institutions) 20
administration may abolish the requirement 2
technical programs don't require FL
deemphasis on liberal arts
vocational emphasis
bad counseling 5

national disinterest
public mood
deteriorating university and high school programs
poor faculty awareness
changing faculty
budget
New York City's fiscal crisis

no full-time staff
lack of practical texts and teachers
student preference for the conversational approach

lack of students 7
lack of interest 4
fluctuating enrollment 2
drop in French & German enrollment 2
insufficient FTE
administrative pressures for enrollment
program cancelled Fall 1976

MLA SURVEY: FREE RESPONSES TO ITEM NO. 15

Question: What, if anything, is needed to help the department improve its present position?

Answers:

improved economy
changes in cultural values in society
a public awareness program 2
improved public (national) attitude toward FLs 6
improved public attitude toward liberal education 2
national publicity 3
students & faculty should know that FL is essential to education
changes in government attitude
improved student attitude 2
(improved) community attitude
general interest 2
inclusion of FLs in basic curriculum
better advertisement of FL courses 2

foreign language requirements (for the B.A.) 9
better student counseling 7
changes in attitudes of administrators or president 5
support from faculty
administrative support of liberal arts
administrative support of FLs
commitment to FLs
improved state funding
better reputation for the department
make foreign language a prerequisite
relevance 2
student support for the liberal arts
student interest 4
a "wider" curriculum
reduced teaching load
improved financial support for laboratory assistants 4
liberalize transferability of career courses

better texts and teachers
better testing and evaluation
emphasis on conversation 3
career-oriented courses 3
more contact with other departments
interdisciplinary studies
community service courses
"practical" courses
individualized approach
business-vocational courses
culture courses
conversation courses
intensive courses
team teaching
pertinent courses
programmed materials
(improved) language laboratory
permission to offer courses at better hours

stronger high school programs
increased enrollments 6
more transfer students 2
more (different) languages 2
more full time staff 8
lower student/teacher ratio
better communications with high schools
innovative techniques
a departmental reference library

nothing 2

MLA SURVEY: FREE RESPONSES TO ITEM NO. 16

Question: Where do you think your language program will be in 1980? How will it be different from the present program? Has the college administration or faculty given you any reason to anticipate significant changes that can affect your department?

Answers:

no change/same 15
growth will continue 15
unknown/unpredictable 13

growth depends on requirements
growth depends on institutional growth
growth depends on the economy
will depend on the SUNY budget
no change likely without government grants

more full time teachers
moving toward more part time teachers
B.A. (transfer) enrollments down, night & vocational up

(Positive:)

expanded offerings 5
more conversation courses 3
more career/vocational courses 7
individualized instruction 2
emphasis on the practical 2
more study abroad possibilities 3
expansion of community programs 2
expand international study
more flexibility
may develop more programs with other divisions
may reinstate day program
more cooperative activity with other colleges
may assimilate advanced high school courses
increase older adult enrollments
more emphasis on culture
emphasis on intensive courses 2
more mini-courses
need for bilingual teachers in elementary schools
teach regional dialects, less emphasis on academic (approach)
add bilingual/bicultural program
increase in Spanish 5
increase in French 2 in Italian 1
add Italian/ add Portuguese/ add German
interdisciplinary courses

(Negative:)

budget may prevent new hiring
weakening of enrollments 2
program may be cancelled 2
program may be phased out in 5-10 years
French declining 5
German declining 4
French may be dropped 4
German may be dropped 4
Italian may be dropped 2

MLA SURVEY RESPONDENTS: CATEGORY "A"

CALIFORNIA

Barstow College
Cañada College
Citrus College
Consumnes River College
El Camino College
Gavilan College
Golden West College
Hartnell College

Indian Valley College
Los Angeles Valley College
Los Medanos College
Mendocino College
Palomar College
Sacramento City College
Santa Monica College

FLORIDA

Florida College
Miami-Dade Community College, South Campus

ILLINOIS

McHenry County College
Sauk Valley College
Truman - Mayfair College

MICHIGAN

Charles Stewart Mott Community College

NEW JERSEY

Bergen Community College

NEW YORK

Hostos Community College
LaGuardia Community College

PENNSYLVANIA

Northeastern Christian Junior College

TEXAS

San Antonio College
Tarrant County Junior College, South Campus

WASHINGTON

Big Bend Community College
North Seattle Community College
Seattle Central Community College

CALIFORNIA

American River College
Cabrillo College
City College of San Francisco
College of the Desert
De Anza College
Glendale College

Laney College
Long Beach City College
Merced College
Orange Coast College
Riverside City College
Skyline College

FLORIDA

Pensacola Junior College
Polk Community College
Valencia Community College

GEORGIA

DeKalb Community College
Floyd Junior College
Oxford College of Emory University

ILLINOIS

College of Lake County
Kennedy-King College
Kishwaukee College
Loop College
Oakton Community College

Rock Valley College
Carl Sandburg College
Southeastern Illinois College
Waubensee Community College

MICHIGAN

Gogebic Community College
Grand Rapids Junior College
Macomb County Community College, South Campus
Montcalm Community College
Oakland Community College

NEW YORK

Bronx Community College
Monroe Community College
Nassau Community College
SUNY Agric & Tech - Delhi Campus

SUNY Agric & Tech - Farmingdale Campus
SUNY Agric & Tech - Morrisville Campus
Villa Maria College of Buffalo

PENNSYLVANIA

Community College of Philadelphia
Penn. SU - Fayetteville
Penn. SU - Ogontz
Penn. SU - Schuylkill

TEXAS

Blinn College
Eastfield College
El Centro College
Frank Phillips College
Mountain View College
Richland College
Southwestern Junior College
Tarrant County Junior College, Northeast Campus
Wharton County Junior College

WASHINGTON

Fort Steilacoom Community College
Green River Community College
Shoreline Community College
Spokane Falls Community College

CALIFORNIA

Contra Costa College
Diablo Valley College
Foothill College
Grossmont College
Los Angeles City College
Merritt College
Monterey Peninsula College

Mt. San Antonio College
Napa Community College
Pasadena City College
Saddleback College
San Diego City College
Santa Ana College
Victor Valley College

FLORIDA

Broward Community College
Central Florida Community College
Daytona Beach Community College

St. Petersburg Junior College
Seminole Community College

GEORGIA

Albany Junior College
Emmanuel College
Kennesaw Junior College

Macon Junior College
Middle Georgia College
Truett-McConnell College

ILLINOIS

Belleville Area College
Black Hawk College
Illinois Central College
John A. Logan College
Joliet Junior College
Moraine Valley Community College
Morton College

Olive Harvey College
Parkland College
Shawnee Community College
Springfield College in Illinois
Thornton Community College
Triton College

MICHIGAN

Concordia Lutheran Junior College
Highland Park Community College
Kellogg Community College
Monroe County Community College

North Central Michigan College
Schoolcraft College
Washtenaw Community College

NEW JERSEY

Brookdale Community College
Camden County College
Centenary College for Women
County College of Morris
Cumberland County College

Mercer County Community College
Middlesex County College
Ocean County College
Somerset County College
Union College

NEW YORK

Academy of Aeronautics
Auburn Community College
Borough of Manhattan Community College
Corning Community College
Fulton-Montgomery Community College
Genesee Community College
Jamestown Community College
Jefferson Community College
Kingsborough Community College

Mohawk Valley Community College
Niagara County Community College
Orange County Community College
Rockland Community College
Staten Island Community College
Tompkins-Cortland Community College
Ulster County Community College
Westchester Community College

PENNSYLVANIA

Cushing Junior College
Harrisburg Area Community College
Lehigh County Community College
Luzerne County Community College

Montgomery County Community College
Northampton County Area Community College
Penn. SU - Mont Alto
Valley Forge Military Junior College

TEXAS

Amarillo College
Howard College at Big Spring
Laredo Junior College
Lee College
Midland College

Odessa College
Paris Junior College
St. Phillip's College
San Jacinto College
Western Texas College

WASHINGTON

Bellevue Community College
Centralia Community College

Columbia Basin College
Tacoma Community College

Appendix A

Papers Presented at the Conference on
The Training of Foreign Language Teachers for the Two-Year College
6 November 1975
Chicago, Illinois

1. Helping Foreign Languages Survive in the Two-Year Colleges
Richard I. Brod
2. Does the Language Program of a Liberal Arts College Fulfill a
Community Need?
Helga Slessarev
3. The Junior College Foreign Language Teacher: A New Renaissance Person?
Rosemary H. Thomas
4. The Janus Face of the General and Technical College
Dorothy Wartenberg

THE TRAINING OF FOREIGN LANGUAGE TEACHERS FOR THE TWO-YEAR COLLEGE

HELPING FOREIGN LANGUAGES SURVIVE

IN THE TWO-YEAR COLLEGES

Richard Brod
Modern Language Association

During the academic year 1975-76 the MLA, with support from the U.S. Office of Education, is undertaking a limited study of the role of foreign languages in the curriculum of junior and community colleges in the United States. Working with enrollment tallies over the years, we have been struck by the number of two-year colleges that have marginally small language programs. In 1972, out of a total of 291 community and junior colleges in the twelve midwestern states, 218 (or 75%) offered language courses, and of these, 48, or 22%, had total foreign language registrations of twenty or fewer, and 46, or 21.1%, had only 21 to 40 registrations. The largest total FL registration reported was 1,446, at Macomb County (Michigan) Community College, but it is one of only four two-year colleges in the region reporting language enrollments higher than 500.*

Although the national ratio of FL enrollments to total college enrollments has fallen significantly since the mid-1960's--from 17.8% in 1963 to 10.5% in 1972--the ratio in the two-year college sector is lower yet--only 5.7%.

Given the generally larger proportion of students engaged in technical or vocational training in the two-year colleges, it is not wholly surprising that language study should be less well established than it is in the liberal arts programs of the four-year institutions. There are at least three reasons, however, why the teaching profession should not be content with the status quo, but should rather make efforts to identify the factors that have worked to limit and diminish the size of language programs in the community and junior colleges.

For one thing, a program with 20 enrollments or fewer, or even with 100 enrollments, is too small to offer an interesting range and variety of courses (or even more than one language: about 12.3% of the midwestern two-year colleges offer only one), and its "department," in many cases probably only one person, is hardly in a position to influence, change, or expand an instructional program that is already so marginal. The result is a self-defeating vicious circle. Second, in colleges where language instruction functions only as part of the transfer curriculum, the program is likely to suffer in cases where the institutions to which the students typically transfer happen to have abolished or reduced their language requirements for the B.A. degree. Anyone who regards language study as appropriate only for one segment of the student population is ignoring both a basic premise of democratic education, on the one hand, and the wider value and usefulness of language study, on the other. This leads to the third reason why the profession should be more concerned about the status of languages in the two-year colleges, namely, the existence of good arguments and solid evidence for the occupational usefulness of language study, together with growing appreciation of its potential relevance to the understanding of ethnic subgroups and to international studies of all kinds.

Long accustomed to regarding language study as a "pure" (as opposed to "applied") pursuit, and one that is part of the basic, general background of any "educated person," some members of the language teaching profession have been slow to accept the idea that language study can be functional, and that its role in the service of mundane, job-related communication in no way detracts from its value as a mind-expander or sensitivity-builder. Given this reluctance on the part of teachers, it is not surprising that the role of foreign language study in the two-year colleges should be as limited as it is, but the corollary of this is that it may be within the power of the profession to expand that role.

As this paper is being written (early August 1975), the MLA staff is drafting and refining its modest survey of community- and junior-college language programs, to be undertaken during the fall of 1975. Already available to MLA from its biennial enrollment surveys are the actual FL registration figures for all colleges, which can be compared with overall institutional enrollment data in an effort to quantify the degree of "success" and/or popularity achieved by a language program on its own campus. The new survey questionnaire will attempt to round out the picture by learning something about the general characteristics of the responding colleges, their specific curricular offerings in languages, the extent to which language study is part of the transfer program of the college, preparation of the faculty, efforts toward articulation with transfer institutions, and outlook for the future. Similar information will be sought for colleges that have very marginal or non-existent language programs, as part of an effort to find out why they are so.

The working hypothesis of the survey is that there is a correlation between declining language enrollments in the two-year colleges and the general trend among students to move away from traditional "liberal arts" and toward vocational preparation. If, as we are inclined to suspect, most two-year college language programs have been geared to meet the needs of students intending to transfer after their second year to a B.A.-granting college, then it is hardly surprising that enrollments should have begun to shrink, since in many colleges a foreign language is no longer one of those needs. In 1970-71, and again in 1974-75, MLA surveys have painfully recorded the erosion of the once nearly-universal foreign language requirement for the B.A. degree. This shift has had significant effect on language enrollments nationwide, and yet it is surprising that the community colleges (and the schools) have not reacted to it more strongly than they have. One assumes they have all found out about it by now. In any case, the students seem to be finding out about it, and the majority of departments have come to recognize that they can no longer count on their "captive audience." Language departments in many of the four-year colleges and universities have responded to the challenge in a variety of ways, some of them involving genuine creativity and imagination. And for one reason or another, many of them have maintained the levels of enrollment that prevailed before all the changes began. Among junior and community colleges this is often much harder to do, but again, some colleges appear to have been able to weather the storm.

At their best, junior and community college language programs are a model of flexibility and variety, offering curricula that have been designed to meet the genuine needs of the constituencies they serve. At their weakest, they exhibit the classic symptoms of decay: persistence of outmoded forms and values, lack of contact with reality, lack of support.

At their best, they point the way of the future to a profession searching for new rationales and new ways of interacting with the rest of the educational system; at their weakest, they reveal the dangers of adhering too long to a set of values no longer appropriate to our time and place.

Both the four-year colleges and the Ph.D.-granting universities have a great deal to learn from the recent and accumulated experience of the community and junior colleges. If the MLA staff is able to maintain its present schedule, a preliminary report on the first findings of the survey project will be presented at the MMLA meeting.

*Although in many ways the term "two-year colleges" is a misnomer, HEW's National Center for Education Statistics maintains the distinction between two-year and four-year institutions in most of its tables.

Helga Slessarev

Does the Language Program of a Liberal
Arts College fulfill a Community Need?

The fact that several papers for this panel discussion about "The Training of Foreign Language Teachers for the Two-Year Colleges" carry a question mark in their title, seems to accentuate the present situation of education and of that in the humanities and language in particular. For several years now, we have lost the self-assurance of the convinced proclaimer and have gone through a period of questioning our goals and methods. I believe that the reevaluation of the humanities' importance for our society is presently being answered on two levels and that both apply to the topic of this paper: On one level the humanities are learning to admit that they are also teaching skills and that liberal arts colleges are professional schools in this capacity. This is also true for foreign languages which should not shy away from teaching business language and advising their students to become translators or interpreters. On the other level, society itself reassures the humanities that there will be an even greater need in the future for their way of understanding relationships based on historical, sociological or philosophical approaches. The foreign languages, besides English, will have to fulfill the enormous task of making a society, which has left communications to a few media, once more literate so that each individual will be able to communicate his dreams and

and thoughts, his experiences and feelings in spoken and written form. (Aside: I abstain from saying "his/her" dreams etc. only because this makes the paper so cumbersome.)

P/ Does my contention that the liberal arts colleges are also professional schools then mean that they are competing with the two-year colleges for the same clientele? We all know that this is true to a certain extent; in the first place, because many students come to the two-year colleges with the firm goal to make the transition into a liberal arts college and therefore choose the liberal arts curriculum which the two-year college has to offer, in the second place, because the science students in the liberal arts colleges interpret much of their course work mainly as pre-professional anyway. This is just as true for the language student who will become a high school teacher after obtaining the B.A.. In cooperation with the schools of education, the liberal arts colleges claim to fulfill the communities' need for foreign language teachers. I really wonder, however, how many liberal arts colleges have structured their programs so that this claim is justified? Is it not so that most of them make no distinction in courses and curriculum for future teachers at high schools, two-year colleges or universities? Do we not all pretend that training on that previously mentioned second level, i.e., the humanistic approach to literature and even culture (in our area studies courses) will serve as sufficient background for the foreign language teacher at any school? I am sure, some members of this panel will suggest a certain profile for the successful teacher at a two-year

college. Many people doubt that at present the liberal arts colleges are very much aware of this profile and are helping any of their students to acquire all the tools they will need. Such doubts were expressed, for example, in the following two quotes from the discussion at the Symposium on "The Future of the Humanities" published in the most recent issue of Change. Gerald Holton from the History of Science Department at Harvard stated: "Teacher training in this country is one of our most backward activities. You go to Calcutta and you find far better teachers in certain subjects than you find in our most affluent suburbs."¹ And, getting closer to the topic of our panel discussion, Laura Bornholdt, Senior Program Officer and Director of Faculty Programs for the Lilly Endowment, mentioned: "The lack of imagination with which teachers attack a new set of students is absolutely frightening. I visited this week with a group of community college people who despair because the universities are producing nobody who can deal with their students. They now talk seriously about setting up their own centers for training teachers for the community colleges."² ^PI should, of course, insert here that the mere fact of there being such a variety of two-year colleges may excuse the liberal arts colleges to a certain extent as long as they offer a sound combination of linguistic, literary and cultural training. After all, there are two-year colleges in suburban areas whose students come to class with the same cultural background and the same expectations as the students of liberal arts colleges. My own institution, the University of Cincinnati, besides having a two-year college on the main

campus, has reached out into the suburbs by establishing two branches. One of these branches, the Raymond Walters General and Technical College, will be discussed by another member of this panel. The other branch, Clermont General and Technical College, still in its infancy, offers Associate Degree Programs in several Business Technologies, Dietetic Technology, Hotel-Motel-Resort Technology, Food Service Management Technology, and Secretarial Technologies with specialties in medical and legal areas. According to the colleague who teaches Spanish and German at this college the students enrolled in the just mentioned programs are not taking the language courses. Her students come from the programs which prepare for transfer to liberal arts colleges. And these students are very astute, extremely motivated and generally able to learn to speak and even write the foreign language in an astonishingly short time, perhaps because the classes at this college are very small. They fulfill the language requirement in one year and we get to see them only if they become majors or are interested enough to take "another German course a year". For these students our colleague's humanistic training in our Ph.D. program appears to be the right background. But the colleague feels that many more students could be attracted to foreign language courses if a more pragmatic approach were offered, for example, a combination of business language with the secretarial skills. However, she does not want to teach this herself. She obviously does not feel qualified to do so and we certainly did not prepare her for this task.

Nor do we prepare the foreign language teacher who works at a two-year college in the downtown area of one of our cities. These teachers do not even have to take the courses at our School of Education on Adolescent Psychology, on special problems of culturally deprived groups or on diagnostic work towards the improvement of basic skills of communication, which are required of future high school teachers. They also do not have to go through a period of practice-teaching or internship, except for the experience as graduate assistants in our own undergraduate classes. I strongly believe that we should change this. And our department, i.e., the Department of Germanic Languages and Literatures within the College of Arts and Sciences, is currently involved in the development of several programs which may eventually fulfill more of the needs of foreign language teachers at two-year colleges and thereby have an impact on the community:

Students in our department can take a major in German Studies rather than Literature. This enables them to replace some of the literature courses with courses dealing with German or at least West-European Economics, Social or Political Systems, Art, History etc., thus laying the foundation for their own teaching of comparative cultural models on various levels. The students can also opt for a certificate from the College of Business Administration by enrolling in courses in accounting, marketing, management etc. as their elective courses for the College of Arts and Sciences. This, of course, would make most sense if they received a heavy dosis of

Business German from us. And in this we are still lacking experience ourselves. One of my colleagues is, however, involved in building up a collection of materials for such courses and will conduct a workshop for high school teachers next spring to help them to incorporate this material in their teaching. The situation reminds me of the problem we have all been having with area studies, which are now generally considered attractive and important for the students but for which most of us have not been trained.

I believe it is the duty of larger foreign language departments at four-year institutions or universities to offer their students a wider spectrum of options or tracks from which they can select their own package to eventually establish a very personal profile with an eye on the particular type of institution they would like to teach at or to obtain the background for a flexibility which will make them more easily adaptable at various types of institutions. I put the emphasis on "larger departments" because I do not believe that a small liberal arts college should be expected to fulfill all those roles, including the training of people who may want to teach in a downtown community college. Many liberal arts colleges are too far removed from the urban centers and problems even by location. Except for Antioch College I do not know of any liberal arts college which would, for example, involve its students in cooperative work-experiences which, in my mind, could be another means of preparing the future teacher of a two-year college for the

types of motivation and personal expectations he will find in his students. We are hoping, in Cincinnati, to expand the very old cooperative program which was started in 1906, from Engineering, Architecture and Design, and Business Administration, into the Arts and Sciences. (Last year, 3085 students were enrolled in cooperative education programs at U.C.). With this, we hope to help not only the students who want to go into business, perhaps into multinational firms, but also future teachers. As far as co-oping in schools is concerned, we shall, of course, work very closely with the supervisors of practice-teaching in the School of Education. But, because many of our methods courses, i.e., Methods of Teaching Grammar and Linguistics, Methods of Teaching Literature and Methods of Teaching Area Studies, are given by the German Department, we want our own faculty strongly involved in the evaluation and improvement of this coop-experience in the schools, too. I think this will be a healthy experience for ourselves, particularly if our students get placed in the bilingual program of the Cincinnati Public School System or, perhaps, in a two-year college. It will be a challenge for us to learn about the peculiar problems of each type of school and its student-body.

I would not feel, however, that the coop-program was failing the future teacher if we could not place him in a teaching situation (which may be difficult as soon as a salary for these internships would be required to make them qualify as cooperative education). The students who have been clamoring for more practical experiences for a few years now have

obviously convinced even the 25 participants of the Symposium on "The Future of the Humanities" that young people need to break away from the class-rooms at least periodically and need the rewarding experience of "doing something useful,"³ as one participant put it. Another discussant pointed to the involvement of university students in social and economic areas in developing countries. And the panel in general agreed that by means of such involvement the humanities would not only help their students to remain flexible within a modern society but that they would also fulfill a basic mission by bringing the humanities back in touch with larger numbers of people through these students who represent humanistic fields. All this would of course also apply to our graduate students.

With this I have come to the wider perspective of my topic: Does the Language Program of a Liberal Arts College fulfill a Community Need? After we have been dealing mainly with our majors and, in particular, with those who want to go into teaching, we might also ask ourselves whether the community profits from the fact that hundreds of students with other majors learn the basics of a foreign language every year. (U.C. still has a foreign language requirement). I mentioned the students who may use their linguistic skills in business and I hinted at the contribution which foreign language training makes to a person's ability to communicate. Is it not true that many students understand only in our classrooms how little they know the structure of their own language?

We claim that the same is true for their understanding of their own culture, that only by comparison do they develop an awareness of their own idiosyncracies. I consider these important contributions to the training of the people in our community. After all, 35% of the 36,827 students at the University of Cincinnati in 1974/75 came from Cincinnati, a large number of undergraduates come from other parts of Ohio. Only the graduate enrollment is made up of out-of-state students to the extent of 27%. Of the total number of students at the University of Cincinnati 17% are in the College of Arts and Sciences. These, of course, are the ones who have to fulfill the language requirement and whose outlook on life and culture is being changed by this experience.

The original founders of the University of Cincinnati, however, must have had the entire population of the city in mind as a target group in 1819 when they wanted to "promote literature and science." They were citizens of Cincinnati who wanted their own municipal institution -- or should we say: community college? -- for the furthering of cultural tradition which at their time was still relatively intact and unproblematic.⁴ Terms like "the academy" certainly pointed to their Old World expectation that this institution would enhance the entire cultural scene of the city. It would be foolish for us today to completely abandon any such hope and not to try to continue to imbue some of the future citizens of Cincinnati

with the genuine humanistic approach to life which can be derived from the study of history, literature, social conditions, psychology and so forth. Foreign languages, because of their comparatistic methods, can certainly make important contributions to this educational process. There are many people who feel such exposure may save the present student in their later life from despairing over the boredom of their everyday occupations because they have learned to read and to get involved in an intellectual pursuit on their own. The liberal arts college could try to enlarge such programs as our fireside-chats with alumni about a variety of topics in order to keep these interests alive and to stimulate new ones.

1. Change, The Magazine of Higher Learning, Summer 1975, p.57
2. Loc. cit., p. 61
3. Barbara Rose in Change, p. 62.
4. U.C. became a state-affiliated university in 1967 and will now have to ask the voters of Cincinnati to release it completely to the state in order to get adequate funding.

The Junior College Foreign Language Teacher:
A New Renaissance Person?

Rosemary Hyde Thomas

Many junior college teachers of foreign languages work in colleges which serve a large proportion of "non-traditional" students: people who lack traditional preparation for college, traditional aptitudes for college, traditional interests for college. A majority of these students either have not yet chosen a specific career goal, or wish preparation for one of the many technician-level careers to which two years of specialized training give access. More and more of these students are adults who are already employed, and who are going to school for personal enrichment, to receive veterans' benefits, or to train for new jobs different from those in which they are already employed.

Before wondering how people should be trained for foreign language positions in such institutions, it would be interesting to examine the role that foreign language learning might be expected to play for these students. It would be wise also to examine the opportunities and frustrations that junior college foreign language teachers often experience, and to try to discover what personal and professional skills would best enable them to seize the opportunities and cope with the frustrations.

Forest Park Community College in St. Louis is one such institution. It is an urban college, serving city dwellers and some citizens of inner suburbs of a large metropolitan area. According to annual statistics published for the fall 1974 semester, approximately 61% of its student body is made up of minority group people, mostly black. Approximately 43% of first-time freshmen are financially self-supporting, and 70% of returning students classify themselves as "financially independent". Median parental income is about \$8,000 annually. Approximately 61% of incoming freshmen declare that they plan to choose a liberal arts major for an eventual B.A. from a four-year college or university. However only about 35% of these same incoming freshmen estimate that chances are good that they will get a bachelor's degree. The median first-time or returning Forest Park student had a high school average of about C+. About 23% of first-time freshmen are 22 years of age or over. But 68% of returning students are over 22, and 46% of returning students are over 26. These figures do not include "Continuing Education" (adult extension) students.

Given the fact that most of the local colleges and universities, to which a majority of our transfer-students go, retain foreign language requirements at either the institutional or the departmental level, one would assume that at least 10-15% of our total student body should enroll at some time in a foreign language course or sequence. However, in any semester, the number of students enrolled in all foreign language courses together corresponds roughly to about 3% of the college's head-count enrollment. And of the students who elect a foreign language each semester, at least half are enrolled for purely personal reasons, and will never use their foreign language training for any professional or academic purpose. Only about 10% of the students who enroll in foreign languages in any semester enroll primarily because of a future language requirement.

We know from frequent surveys of counselors, and from frequent counseling experiences, that a majority of those who will eventually need a foreign language academically or professionally refuse to elect one until it will become absolutely necessary at some future date, because they are scared. They believe that foreign language study is difficult, and that they have little chance of passing a course in it. They are also convinced that they have nothing of interest to learn from studying a foreign language. But their prime feeling about foreign language classes tends to be an almost palpable fear. This is a fear that is often based on hearsay, for approximately 30% of the people who do enroll in foreign languages have never before studied any foreign language.

Students who do elect to take a foreign language have an average reading level in English of about tenth grade. Their median performance on the Modern Language Aptitude Test is at the 35th percentile. It is generally thought that the average academic level in foreign language classes at the college tends to be higher than in other college-transfer courses. Informal observation would tend to support this hypothesis.

By and large, these students, even the better ones, read little, and have little experience or interest in serious Culture. They have rarely ever chosen to read a classic, or attend a concert of serious music, or even to attend a museum art exhibition. They know little of cinema as an art form. A majority of them have never travelled more than 400 or so miles away from home, and have no immediate interest in doing so. A large number are supporting spouses and/or children, and have full-time jobs. They have almost no time to do homework and do not anticipate the kind of leisure time that would allow them in the future to accelerate their cultural pursuits. This is not to say that the college should not attempt to give them some contacts with and some learning about serious culture. It does this in many ways. However, where the emphases of foreign language courses are primarily serious culture and world travel-- aspects of life in which their interest is already weak and their experience deficient -- this tends to reinforce their already negative feelings about learning a foreign language.

These descriptions may sound very pessimistic to those whose orientation is toward the acquisition of foreign language knowledge for the purpose of learning European Culture (literature, art, philosophy, architecture, history) and cultures. And this is precisely the point. My experiences with young Ph.D.'s trained for college foreign language teaching indicates that they are very knowledgeable about Culture, and relatively knowledgeable about European cultures. They tend to view the learning of basic levels of a foreign language as a sort of drudgery that everyone should be willing to endure for his or her own good. They conceive that the rewards for successful basic foreign language learning will occur at the intermediate and advanced levels of learning, where literature can be dealt with seriously. These young teachers feel frustrated when they discover that the rewards they offer do not appear rewarding to the majority of their students, and that in any case they will never get to teach "explication de textes" or literary translation, or even literature in translation, except on a tutorial basis with one or two students, because of paucity of demand. They tend to feel -- and rightly so -- that a large part of their training and expertise is going to waste.

The answer probably lies not in less expertise, but in different kinds of expertise. Because many junior college students tend to espouse lower-middle class and working-class values, leading to an involvement with popular culture rather than with high culture, does not mean that they are immature or unintelligent, or even non-demanding. They are none of these things. But their motivations and interests are different from those of the middle and upper-middle class students which higher education has traditionally aimed to serve. Their perceptions of their academic selves and of their goals and abilities are different too. These students are beginning to make their presence felt, of course, in many colleges and universities, but not in the concentrated numbers that we see at the junior college level.

At Forest Park we have found a number of avenues which have enabled us to answer some of the aspirations and interests of our students through foreign language learning. We have also found a number of avenues which would do so if we only had someone on the staff with the right kind of training. We have learned that whenever we find a way to answer real needs of students, we can count on an influx of new foreign language students who otherwise would have paid us no heed. We have likewise learned that whenever we figure out how to better satisfy students' needs and interests within our courses, our enrollment is helped by a better rate of retention from one semester to the next.

One area of studies to which our students seem to respond enthusiastically is foreign-language based cultures within the western hemisphere. One-half of the students in the Spanish department are enrolled in courses of Latin-American and Chicano civilization. We could draw a similar response in French if we had any staff with expertise in such areas as Francophone literature and culture, the French in America, and the Caribbean or West African history and cultures. But we don't have people with that kind of training. Someone who had studied North American French history and cultures would be a real asset to a junior college French department.

Another area of success for foreign languages at Forest Park has been in remedial studies. We have participated for a number of years in an interdisciplinary communication skills program called "Language Insight". In this program, a team of four instructors (one each for composition, speech, reading, and foreign language) works for a semester with a section of twenty-five students, mostly adults, who wish to re-adapt to school. The goal is to give them basic communication skills and a fundamental insight into the workings of language. Without training in linguistics, which furnishes the real common ground for the four disciplines, it is difficult for instructors to participate successfully in the program. And yet, the inclusion of foreign languages in this program has increased foreign language enrollment in the college by 30%. And 20-30% of each semester's Language Insight students -- people who for the most part were originally paralyzed with fear at the thought of taking a foreign language -- take a second semester foreign language course independent of the program. Ninety-eight percent of the others have overcome their fear of foreign languages, and feel that they benefitted from having studied a language other than English.

We have increased the satisfaction and thus the retention of our second and third semester students by calling upon specific avocational skills of our foreign language staff. Students participate for credit in such community-related uses of their foreign language skills as French lessons for nursery school children, historical research into the local French heritage, feature-article-production for local newspapers on such topics as the interaction between French and Vietnamese cultures. Any such project -- and they have been successful teaching techniques from the standpoint of pedagogy and motivation -- demands practical expertise of the directing faculty members in fields other than foreign language. Skills in early childhood education, journalism, photography, social science research, social work, music, cinema, and many others, open wide opportunities for junior college foreign language instructors to bring foreign languages within the range of the students' already existing interests and needs. We work with students who tend to be attuned to practical activities, effects, and benefits. More of our college's students are interested in learning a foreign language, and learning more of it when such activities are open to them. But we can't do such thing without broad instructor expertise and interests.

Many other opportunities for teaching foreign languages to new segments of our clientele are barred to us at our college because we do not have the proper kinds of staff expertise. Many junior college students would enroll in and benefit from social sciences courses like European and American history, political science, geography, geology, sociology, that would be taught with an international emphasis, perhaps with a bilingual reading list and a choice of English or foreign language discussion groups. But to do this we would need faculty with double credentials, in foreign language and in a social science. It would also be possible to tie in foreign languages with career training, and with other areas of knowledge: for example, business, nursing, hotel and restaurant management, international politics. But again we need staff with double credentials of one kind or another in order to pursue these options seriously.

In addition to the above intellectual, sociological, and pedagogical considerations, there is also a political aspect to the question of what junior college teachers should be trained to expect and to do. Many foreign language departments in junior colleges are small, and many are at least somewhat vulnerable to budget and staff cuts in response to tight budgets. In a small, vulnerable department, the individual instructor must play many roles, and must know how to be heard and heeded, not only by his or her own chairperson, but by the whole administration. This involves being showman, politician, PR person, mediator, conciliator, manager, budget expert. However, generally speaking, the departments in which prospective junior college foreign language teachers receive their training are small empires of their own, in which graduate students are relatively sheltered from extra-departmental struggles and concerns. Such an environment simply does not prepare one for the skills necessary to maintain a small program in a viable position vis à vis a whole institution.

From all of these considerations, it would appear that the ideal junior college foreign language teacher might well be a kind of renaissance person, with capabilities cutting across traditional boundaries and concerns. Of course some of what I have described here would not be particularly applicable to exclusive private junior colleges, or to some community colleges in affluent suburban areas. But most of these characteristics are shared by a large number of community colleges -- urban, suburban, and rural -- to at least some degree. This is especially true if they serve mostly lower-middle-class and blue collar students -- people whose life style in the past ordinarily has not included higher education.

Some of the kinds of training experiences which would seem likely to prepare a prospective junior college foreign language teacher to cope with the kind of situation I have been describing, might be:

- near-native fluency in a foreign language
- substantial experience -- at least one year -- in a country where that language is spoken
- fairly thorough acquaintance with the cultures, literatures, and history of "third world" and American peoples who use the foreign language, as well as with the social culture and history of the "Mother country" of the language in question

- Some knowledge of major literary movements and figures in the foreign language, in non-European as well as European countries.
- an internship of at least a semester in a junior college foreign language department
- training and experience in the creation and adaptation of pedagogical materials
- basic knowledge of the principles of linguistics, psycholinguistics, and sociolinguistics, with some acquaintanceship with salient features of minority dialects of American English
- basic or advanced training in one of the following: business, one area of the social sciences, English (particularly linguistics and writing); or practical knowledge and experience in one career field that relates easily to foreign languages: health fields, social work, secretarial, motel or restaurant, journalism, etc...
- basic knowledge of the history, language, and culture of at least one North American minority group
- basic knowledge of the history, philosophy, and goals of the so-called "junior college movement"
- basic knowledge of scientific methodology as applied to educational, sociological, or psychological research
- Approximately 50-60 graduate credits in all of the above areas combined

Obviously there are other directions to take in approaching the question of training junior college foreign language teachers. No matter how the question is approached, however, the priorities and the people typical of junior colleges will need to be considered. These recommendations are based on a number of years of experience of one person in one junior college. What would we learn if we were to survey junior and community college foreign language departments regarding their "ideal" job candidate? I wonder (only half facetiously) if we would agree on anything beyond the necessity for a high level of fluency in the foreign language.

And yet it is undeniable that the main channels for growth in junior college foreign language departments probably lie outside of the traditional literary and Cultural concerns of our profession. This is true if only because of the time limitations imposed by a two-year program. With a limited number of liberal arts students, and an even smaller number of students who enter junior college at a high level of foreign language fluency, the potential for growth beyond our present small enrollment and peripheral role in college priorities simply is not there within traditional boundaries. If the profession is interested in the training of foreign language teachers likely to augment the institutional role of foreign languages within junior colleges, we will look seriously to find new areas of competence for them to bring to the task.

The Janus Face of the General and Technical College

Two-year colleges come in an infinite variety of sizes, structures and quality. This is true not only nationally but also in Ohio, where the two-year colleges range from a large community-supported college like Cuyahoga Community College, which is autonomous, has an independent board of advisors, and independent funding from the state, to the various branch campuses of the large state universities which are more or less controlled in faculty, curriculum and financing by the central administration and the department of the university to which they are attached. Within this range of sizes and degrees of financial and academic dependence, we must also differentiate between the type of student who attends the two-year college. If there is no "typical" two-year college, there is also no "typical" two-year college student. He (or she) may live at home or may be financially independent, may work to support himself and his education from 4 to 50 or more hours a week, may be 17 or 77, may be a career-oriented full-time student or just taking one or two courses as extra cultural enrichment. The educational (and often psychological) needs and goals of these students are as varied as the institutions they attend.

This same kind of variety can be found in the two-year colleges of the University of Cincinnati. We had five two-year colleges attached to the University, of which four are off-campus. Two concentrate primarily on technical programs and offer no foreign language courses. One has since become independent and joined another Ohio consortium. One, on the main campus, is probably closest to the usual concept of an urban community college, in that it has a high percentage of non-white students, and many students whose cultural background and academic preparation is below that required by the College of Arts and Sciences. In this college, one beginning class of German is taught by a native Austrian, whose primary teaching area is mathematics. To turn to Raymond Walters College is to see a rather different spectrum of students. The College is located approximately 12 miles north of the main campus in Hamilton County. It draws its students from a fifty-mile radius, which includes adjoining counties; the majority however live in the county's northern part, in the "dormitory" suburbs which have developed in the last twenty years. The areas from which we draw our students range however from those inhabited by families of blue-collar workers to those of upper-middle class executives and even the exclusive estates of the very rich. The college has about twice as many women as men. Approximately half of our students work more than 20 hours a week. The percentage of non-whites is about 5% and there are very few Jewish students. The general student population, where it acknowledges a religious affiliation, has slightly more Catholics than Protestants and tends to be conservative politically. The college has an "open-door" policy; that is, anyone who has graduated from high school may enter. There are two career-oriented programs which are exceptions to this policy: our Nursing and Dental Hygiene programs, in which the two-year curriculum is so intensive and academically demanding that only students with a B plus or better high school average are admitted. Otherwise, all the technical programs (which concentrate mainly on para-medical, secretarial and business courses) require no preliminary special qualifications. Our freshman drop-out rate is about 3%--considerably lower than the national two-year college average. We may perhaps account for this through the preponderance of well-prepared and goal-oriented students in our most popular technical programs, Nursing and Dental Hygiene.

When the college began in 1967, the student population (then about 600) was mostly full-time and of the graduating class of 1968-69 about 70% intended to transfer to a four-year college. The growth of the college in the last 5 years has seen a change in this percentage of transfer students. In 1974-75 with a total student body of 2400, about one-third were transfer students, one-third career-oriented (i.e., in one of the 17 technical programs), and one-third were in no program (i.e., were part-time, or non-matriculated), with no specific career goal yet chosen. The success of transfer students in their junior and senior years on the main campus has varied, according to the college to which they have transferred. In general, those entering colleges with demanding academic courses, such as engineering, pharmacy or arts and sciences have had a slightly lower grade point average in their first quarter. In the College of Arts and Sciences, to which most students needing a foreign language transfer, the difference up to 1973-74 was about .5 lower; by 1973-74, however, the difference was only .2 lower. Whether this reflected better teaching at Raymond Walters College and courses more in line with similar main campus offerings, or simply lower admission and grading standards, is hard to say. At any rate, we have seen the gap in transfer student grade point averages gradually closing, to the point where the College of Arts and Sciences no longer keeps these figures. We shall need more statistics before we can establish a trend. Generally speaking, we have seen that those students who continued their foreign language on the main campus have been well-prepared by their work at the college for more advanced courses in their junior and senior years.

Raymond Walters College (and its smaller sister Clermont College) has some advantages not enjoyed by the normal branch of a large University. The college has complete independence in curriculum, faculty and staffing and constructs and spends its own budget. We have a great deal of input in the governance of the college and such important decision-making committees as Curriculum, Promotion and Tenure and the Executive Committee (which advises the Dean) are all composed of faculty members. In this relatively small college, therefore, the faculty member who is concerned about the academic goals of the college can spend a great deal of non-teaching time on one or more committees. In our small Foreign Language Department (3 members) we have all been members, at one time or another, of the committees mentioned above.

While we enjoy the prestige of being attached to a large municipal university, we do have the disadvantage of being part of what seems to us an over-organized, over-centralized and somewhat impersonal organization which proliferates memoranda, questionnaires and has a somewhat patronizing attitude to both students and faculty at the College. Our criteria for promotion and tenure of faculty have to some extent been determined by the University guidelines, for the ultimate decision lies not with the College, but with the Vice Provost for Academic Affairs in consultation with the University Dean and then the President of the University. Nevertheless, some modifications of the criteria have been made for the benefit of the two-year colleges, as I shall indicate.

The rather anomalous position of being an autonomous college under the aegis of a large University has had its effect on the curriculum of the Foreign Language Department. As the ratio of liberal arts transfer students to career-oriented students has changed in favor of the latter, so the curriculum and staff has had to be adjusted to this hard fact of life. We began with a duplication of the

first and second year foreign language courses on the main campus: Beginning and Intermediate sequences of 9 hours each, which satisfied the language requirement in one year. Gradually, with the introduction of a placement test devised in conjunction with the language departments on the main campus, we have eliminated the Beginning 9-hour sequence and now place incoming students who have had a foreign language in either the Elementary sequence or Intermediate, according to their score and high school grades. A few rare students also "test out" of the requirement on the basis of the placement test. We have, however, found it necessary to introduce a sequence beyond those mentioned, for students who wish to continue, either as majors, or simply because they are interested in keeping up a skill, or wish to read more advanced literature. This sequence which count towards a major, is called Conversation and Composition for registration purposes. Its content, however, varies according to the wishes and capabilities of the students taking the course. One group may be reading newspapers and magazines, and writing short essays on current events; another will be taking the equivalent of an Introduction to Literature course, reading and discussing selected great works in the foreign language. These two tracks are the equivalent of similar courses at the 200- and 300-level in the German and Romance Language departments on the main campus and, by agreement with these departments, count towards a major. (Since many of our students cannot afford to buy large quantities of books, we keep duplicates of grammar texts in the department library in the language laboratory and several copies of standard readers in our College Library, for borrowing on a one-quarter basis.) The danger in splitting this course into more than two tracks is that the teacher spends an enormous amount of time on preparation for a very small number of students. One has to find a comfortable middle ground between the wish to accommodate the needs of individual students and the limited time and energy of the teacher, who may also have some scholarly ambitions, or is still working toward an advanced degree.

We also have a good deal of flexibility in the Elementary classes and have been experimenting with individualizing in both French and German, to allow for the diverse range of abilities, as well as study time available, of our students, most of whom take a foreign language as a requirement. We have one class in French in which students can go at their own pace, within certain limits. This works well with the slow but persistent student or with one who is highly-motivated and self-disciplined. In general, the pace is slower than in the standard class and some students, having once overcome their initial fear of a foreign language, prefer the standard class; they like the interaction with a larger group and find they need the competition to keep moving forward.

In the German class a volunteer native speaker has come in once a week to give an hour of conversation to those students who advance rapidly, while the regular instructor reviews grammar or supervises more simplified conversational work with the rest. We are now also using advanced students in all three languages in a regular tutorial program organized and funded by the Student Affairs office. In Spanish, group projects on cultural aspects of Mexico and South America have given the Elementary classes a sense of unity and cooperation which has increased their motivation to learn the language.

While individualization keeps the student in the class--the attrition rate is almost nil in classes using individual pacing--demands on the teacher increase considerably. We have supervised student teachers in both French and German elementary classes and believe a regular arrangement with the University, either through the College of Education or the language departments in the College of

Arts and Sciences would be both helpful in our large Elementary classes and profitable for prospective community college teachers. Here they learn through practical experience how to adapt the textbook to the needs of the class, teach a grammar point effectively, use audio-visual materials and invent simulation games which are evaluated in post-class discussion. For the prospective community college teacher of liberal arts transfer students, such an internship is a necessary preparation.

In the past two years we have also introduced an evening short-term course "French for Travelers," combining elementary every-day French language and culture in typical tourist situations. This has been taught by a husband-and-wife team with great success. With increasing enrollment in our evening classes, we shall this fall offer a three-credit Beginning Spanish course for students who have daytime jobs, or who wish to learn the language for travel or business. The department has also organized a Foreign Language Week each May for the last five years, in order to present all students in the college with a brief overview of the various languages and cultures through art shows, displays made by students as extra-credit projects, music and announcements in the three languages in the Student Center, food booths selling native dishes, and a series of films to which we also invite high school students. These have been very well attended and have given us the opportunity to meet high school teachers and students from many county schools. Language Week has also made the department known to the College and, an additional bonus, made the College known to the community. However, we believe that this approach to Language Week, although excellent public relations, may have outlived its usefulness. Next year's project will focus more closely on careers in which foreign languages can be integrated.

Contact with other departments is for the most part in the informal exchange of ideas, although we all do participate from time to time in workshops on teaching methods. I have also taught a World Literature course several times for the English Department; their remedial Reading Lab has given us help in diagnosing reading problems which carry over to the learning of another language. I have also team-taught a foreign film course with a member of the English Department. This was very popular and will be repeated in the spring quarter next year, when we expect to present it as a short-term course with optional credit. We have had a plethora of ideas on interdisciplinary courses, particularly with the English and History Departments, and hope that some of these can be implemented in the future. Our flexibility in this respect, however, is not as great as it should be, probably because the administrative process is still too rigid (what number do we give the course, how do we pay for split time, how do we list it in the catalog, etc.). Nevertheless, there is a steady push by the faculty toward cross-departmental courses.

As I indicated earlier, the faculty also decides the criteria for selection and retention of faculty. There is no question that in the community college (and this has been recognized by the University administration) teaching comes first. This is evaluated through student questionnaires and peer observation and must be consistently rated Satisfactory or higher (4 or above on a 6-point scale) to warrant retention of the instructor. Prospective faculty members must also have an M.A. in their field and ability to teach in the foreign language. Since there is such a wide variety of students, we need instructors who can be flexible and adjust quickly to the needs of the class rather than imposing a set

method which may have only worked well with the relatively homogeneous group they taught in German 104. Other general criteria we apply in considering retention and promotion of a faculty member are: professional growth (attending workshops, getting advanced degrees, trying experimental teaching methods, introducing new courses); scholarship (giving papers at meetings, publishing articles or books); college and university service on various committees or in colloquia; and community service. Faculty members are not promoted until they can show evidence of strength in at least two of these categories. In the Foreign Language Department, we also feel that an instructor should be able to teach two languages so that classes can always be covered in emergencies, or to allow for more flexible scheduling. As a somewhat vulnerable department (as most foreign language departments are nowadays), we also expect more extracurricular effort from our faculty: all three members are active on key committees in the college, and are also expected to participate in our own departmental projects.

These criteria are essentially university-oriented. That is, they still implicitly regard the foreign language teacher at our college as part of the University system and offer approximately the same rewards of promotion and tenure for similar, but probably more service to the liberal arts student and to the University. Yet, in the case of this curious animal the general and technical college, our most recent statistics show us that the number of such students has declined from about 70% in 1969 to about 33% in 1974, while the percentage of students in technical programs has increased. At present we are on the borderline of cutting down some of our traditional "service" courses to the declining number of liberal arts students and devising other courses which will serve the technical programs--short-term courses for the library technology student, for example. We would also like to introduce a short conversation Spanish course for nurses, if room can be found in their curriculum, which at present is jam-packed with subjects which are spread out over four years in the university B.Sc. program. In addition, we know there is a need for a secretarial program with a language option. Here we would need a teacher conversant with business terminology. None of us is really trained to teach such a course, and we still have to persuade the Secretarial Department that such a program is needed (we are at present making a survey of local companies in order to support this conviction). But there are commercial secretarial schools with large resources of this kind of talent on which we can draw for teachers of business Spanish or French shorthand. It is true that a graduate trained in the liberal arts, with a knowledge of the foreign country, its culture and civilization, develops a broad perspective. Cannot broad business experience, without a Ph.D.--or even an M.A.--do an equally satisfactory teaching job in such technically-oriented courses? Students may be superficially impressed by academic qualifications, but they express genuine interest, when told that you have actually held jobs where a foreign language was necessary. This is not to belittle those hard-earned letters after one's name, but merely to point out that a community college teacher often has better rapport with his students if he or she has also had some experience in the "real" world.

The community colleges attached to the University of Cincinnati have all steadily increased their enrollment and the outlook for them is good. Thanks to large state subsidies for the health programs which have waiting lists at Raymond Walters College, and only slightly lower subsidies for other technical programs, this institution is quite affluent compared to the main campus. It can thus afford to keep small foreign language classes going, and allow us to experiment with new courses. And since it is part of the University and must provide the freshmen and sophomores with their required courses the outlook for the traditional foreign language offerings is still a hopeful one.

But this situation can change--the money-producing health programs may be removed to a separate college or the foreign language requirement may be discarded (although this is less likely now than it was two or three years ago). In these changed circumstances our college foreign language program will have to turn its face in another direction--toward the community which it serves and the training of foreign language teachers may have to take a completely different turn. There may still be a bias in our profession against store-front teaching or theatre in the streets, for that matter, but is education served less well by this method? Who is to say that the brand of religion spread by the circuit-rider was less valid than that found in the affluent temples of today?

Dorothy Wartenberg
Raymond Walters College
University of Cincinnati

Appendix B

EVALUATIVE SUMMARY

SEMINAR FOR COMMUNITY AND JUNIOR COLLEGE FACULTY MEMBERS

THEME: Career Courses and International Studies in Junior and Community Colleges
DATE: May 7-8, 1976
PLACE: Gideon Putnam Hotel, Saratoga Springs, New York
NUMBER OF PARTICIPANTS: 13 including those on the program

At the Friday evening session Richard Brod from the Modern Language Association reported on the status of foreign languages in Community and Junior Colleges in New York and nationally. He cited statistics which indicate that California has the most community college students studying foreign languages; New York is second. Nationally, the total number of community college students taking foreign languages is the same in 1976 as in 1970. However, the total community college student population has increased; therefore, the ratio of students taking foreign languages in community colleges is declining. Foreign languages are, hence, less available at an institution which should make education more accessible. Mr. Brod suggested that one way foreign language programs could become more visible is to capitalize on the latest trend in education, internationalism. In spite of the late hour a heated discussion followed Mr. Brod's remarks; the participants voiced their concern that foreign language programs are an endangered species at community colleges in New York State and it was clear that they had come to the meeting seeking tactics of survival.

At the Saturday morning session Kathryn Buck of the Modern Language Association summarized a survey on innovative college foreign language curricula. Among other items she described a Spanish course for nurses taught in a local hospital during the lunch hour, a summer immersion program for high school students with no previous language training, a bilingual Spanish theater internship program, a Humanities core curriculum course in which the Foreign Language department cooperates with English, History, Art and Philosophy. These are just a few of the ways in which some foreign language programs are attempting to expand their appeal and become less peripheral.

Howard Berry, Director of International College at Rockland Community College, outlined their International Studies program and appealed for the expansion of the "community" in Community College to include the world community. He recommended the National Consortium of Community Colleges sponsored by the AACJC as a way for community colleges to begin international programs. His comments generated a great deal of enthusiasm among the participants; this seems to offer some hope for the future.

As had been suggested Friday evening, at the concluding session we discussed what the MLA, the NYSAFLT Standing Committee on Community and Junior Colleges and the respective language departments at community colleges in New York State could do to make languages programs more viable. I think that the most important recommendation that came out of this meeting was the suggestion to have a meeting of faculty and administrators from SUNY institutions on International Studies.

Since I neglected to have the seminar evaluated by the participants, I can only pass on my own impressions of the meeting. As a participant I found the meeting very informative and I went home with several ideas which I think will help my department to survive the critical years ahead. As a chairperson I would like to commend Richard Brod for the high caliber of the program which he put together. I recommend that future meetings for community college faculty members be scheduled earlier in the spring as the spring semester ends the first week of May for most community colleges in New York State; this was the only complaint which I heard repeatedly from the participants. I found the meeting place most congenial and conveniently located for most people, but the room in which we met was too warm for comfort. In view of declining travel budgets, I wonder if there is a way to make future meetings less expensive.

Georgia A. Schneider, Chairperson
Standing Committee on Community and Junior Colleges

Appendix C

Papers Presented at Conferences on
Language Curriculum in the Two-Year Colleges

15-16 June 1976
Detroit, Michigan

23-24 June 1976
Stanford, California

1. "Fay ce que voudras": The Possible Dream
Louise H. Allen
2. Beyond Survival: The Role of Foreign Language Programs
in the High Schools and the Two-Year Colleges
Leon I. Twarog
3. The Humanities and Foreign Languages in Community and
Junior Colleges
Arthur M. Cohen, Florence
B. Brawer, and Victor Cruz-Cardona
4. Intercultural Communications: A Boost to Foreign Language
Education in the Community College
Richard Kalfus

FAY CE QUE VOULDRAS: THE POSSIBLE (?) DREAM*

RABELAIS, I hope you'll forgive me for using your motto without your permission. I did try to look you up to ask for it, but I couldn't locate you. Anyway, I hear rumors that your copyright has run out, and that "Fay ce que voudras" is now safely in the public domain.

If that should not be the case, *cher maître*, let me explain that I have a paper to write for a distinguished audience of scholars in languages and literature. What I want to talk about is "Do your own thing"—but that's a blue-jeans sort of way of putting it, and I need something elegant and expansive, a phrase that whispers of cloth-of-gold and Siberian sable. So quite shamelessly I appropriated your motto, the rule of the Abbaye de Thélème.

As I say, *maître François*, I hope you'll forgive me, and perhaps even condone my combining your noble motto with the less dressy part of my title, "The Possible (?) Dream." Surely you, with your tremendous appetite for life and delight in the ample, would want to see the foreign language programs in America's community colleges grow, spread, and flourish like the young Pantagruel. Surely you would like to see the community colleges fitted out like the Abbaye with "fine large libraries, in Greek, Latin, Hebrew, French, Tuscan, and Spanish, separated from each other according to the different languages."¹ Surely so would all of us, but I'm afraid that part of the dream isn't fully possible.

I know, *maître*, that you are a fancier of figures. You gave us most precisely the dimensions of everything from Gargantua's codpiece to the Abbaye's endowment (which, incidentally, many of us would like to have a bit of; stringency in matters financial is all too prevalent nowadays). I hope our readers will indulge you and me and study some tables of figures, even though they're not the tables groaning with tasty viands which you presented to us. These tables illustrate that, at least in Illinois community colleges (and they are not atypical of the national scene), there is certainly plenty of room to grow, if only that room can be opened up.

Table 1 (p. 7) shows the huge enrollments in Illinois community colleges and the dramatically rising curve of both headcount and fulltime equivalents over the past eight years. Table 2 (p. 8) indicates the increasing share of the statewide college and university population which is being served in the community colleges, and its accompanying pie diagram shows graphically that nearly half of the fall 1975 students in any institution of higher education in the state were enrolled in the community colleges. Table 3 (p. 9) and its associated figure show the relatively greater rise in enrollments in occupational programs than in baccalaureate programs or general studies; that curve is important for those of

Louise H. Allen

us in foreign languages because languages are now taught as baccalaureate or general studies, and the growing occupational programs remain almost untapped.

Is there room to grow, *maître François*, and distinguished chairpersons? Yes, indeed there is!

When less than one-tenth of one percent of the credit enrollments in community colleges across a large state are in foreign languages, the potential for growth seems almost limitless. When only one campus of 48 has more than three percent of its credit enrollments in foreign languages, and only 11 have over one percent, the possibilities for growth are obviously splendid. When two campuses are not teaching foreign languages at all and 23 have state approval for credit courses in one or more languages which they did not teach in fall 1975, the opportunities for growth are delightful to contemplate. When statewide there were last fall less than 7,300 credit enrollments in foreign languages, out of a staggering 806,475 total enrollments by 308,828 individual students, the available room to grow is marvelously tempting—quite as marvelous and quite as tempting as one of Gargantua's banquets.

But I fear that that marvelous growth cannot happen without a great deal of liberation and freeing up.

What needs freeing up? A number of things: the notion that languages are for baccalaureate-bound students, the distinction (and the funding differential) between credit and non-credit courses, the constraints on time and travel that isolate language instructors in small community colleges in one-person departments, the control exercised by senior institutions and by state boards and agencies over community college offerings, the textbook and materials market, and perhaps most fundamentally, the credibility of language programs with both students and taxpayers.

To take the last first, the credibility problem is to me the most pressing and the most pathetic of these concerns. Except in bilingual communities, such as Miami and a few areas of the Southwest, it is very difficult to persuade community college students or the colleges' constituents that foreign languages have a practical place in today's education. We can tell stu-

dents and taxpayers that there is an excellent chance that today's students will travel abroad on business or pleasure within a decade. We can bring alumni who have traveled into our classrooms to recount their experiences. We can tell classes about the two oil-drillers whose conversation I overheard a few weeks ago in an airport: one had just returned from a year in Venezuela and the other from two years in Saudi Arabia, and both complained that they had been victimized by the local people because of their problems with the languages. But too many community college students "know" they won't travel or work abroad, and the taxpayers who support their colleges "know" it, too.

They "know" also that they'll never be acquainted with anybody who doesn't speak English well, in spite of the fact that their own college has probably hired rather recently a reading-and-writing specialist in English as a second language. This person is, right now, hard at work in the college's Learning Center, seeking to meet the problems in communication of the Spanish-speakers and the Southeast Asian refugees who are enrolled there. But students "know" that won't last long.

Such "knowledge," deeply and fiercely clung to, must be uprooted, and that is part of our job. If we are to be effective advocates of foreign language programs in community colleges, we need to publicize, in media that will reach students and constituents, the kind of information that the *ADFL Bulletin* has been putting before us for several years: "What Can I Do With It?"—Vocational Counseling for Language Students,"² "Russian for Business and Commerce,"³ "Language-Oriented Careers in the Federal Government,"⁴ "Languages for the World of Work,"⁵ "Innocents Abroad: Foreign Language Learning and Use of the Overseas Community."⁶ Having these articles appear in the *Bulletin* is useful and comforting for us—but having them appear also in *Parade* magazine or the daily hometown paper is what is needed. Getting the material on television (and not on Sunday morning!) would be even more useful. We have the message already, and we should help the people who don't have it to get it.⁷

That is one kind of freeing up we can do—freeing people from distorted beliefs about themselves and about us and the usefulness of what we do.

Another thing we can do is try to get some special textbooks written for language students in community colleges. In most of the language programs I know well, the instructor has to work against the book. College-level textbooks tend to be written for young, full-time, residential students; the dialogues and exercises in them tend to be about dorm life and dating or a summer in the Alps or Argentina. That kind of thing simply doesn't work—nor should it—with an evening class whose members average 29 years of age, are married, employed, and worrying about how to make the next payment on the car.

There are special textbooks, by and for community college people, or by university people familiar with the community college scene, in many disciplines. Publishers' representatives I have talked with say they wish they had similar books for languages but that they simply don't get any manuscripts. So here is another need for freeing up—making some time available for community college instructors to write (which they can't be expected to do when they teach fifteen or sixteen hours a week and have three or four preparations), and/or giving experienced writers some direct experience of community college classes from which they might be moved to write books more suitable to those classes.

I should say that a few special books do exist, principally for vocational students, but they are highly specialized in content and technical vocabulary and not easily adapted to general class use. What are most urgently needed are lively, well-illustrated beginning, intermediate, and conversation texts, with short readings and a high degree of flexibility. These books need to deal with the everyday life situations of adults and to emphasize affective as well as cognitive vocabulary structures. They need to present comparisons of ways of doing everyday things here and in the country (or countries) where the target language is native. Community college students are fascinated, for example, to hear about the long lunch hours and noontime shop closings of southern Europe, or to learn that in much of the world the wealthy live in the inner city and the workers commute from the suburbs.

Let me illustrate what might be the content and style of one unit in such a book. Consider, as the basis for a unit of Spanish 101, this scene (based on a delightful sketch written some years ago by the Colombian German Arciniegas, it illustrates the process of buying something in a Latin country and in the United States):

In Colombia, the would-be purchaser saunters into the shop, comments on the weather, asks after the shopkeeper's mother's health, notes that the shopkeeper looks tired and hopes that that means that business has been unusually good, finally admits with apologies that he wants to buy a box of stationery (it was actually a block of ice in Arciniegas' version, but that needs updating), hopes it isn't too much trouble for the shopkeeper to fetch it, pays for it, and departs in a flurry of wishings-well to all the shopkeeper's relatives and friends.

In America, the customer hurries into the shop, points to what he wants, asks "How much?", pays, and leaves.

Arciniegas' point was, of course, that you really don't need to know the language at all to get along in this country, but you do in other countries. He overdrew the point a little, but it's one of some value for students who have never thought about language as a vehicle for expressing feelings as well as for talking about facts.

The scene offers endless possibilities for role-playing, for discussion of comparative cultures, for development

of usable vocabulary and structures, and, perhaps most importantly, for enjoying the learning experience. It is real, perceptive, adult, and humorous. It points a gentle finger at one of the anomalies of the human condition, and at the same time it offers the opportunity to develop the four basic skills of language learning. It provides a context both freer and more natural than the dialogue *cum* exercises format; students can read the sketch, internalize it, and then embroider on it as their imaginations and their life experiences may suggest. Both literature and real life provide endless examples of scenes like this, which strike students as genuine and yet are illustrative of cultural differences. Community colleges, with their large numbers of adult students, need books that draw on such scenes.

To go with the new books that are part of my possible dream, other new teaching materials—tapes, transparencies, films—are needed just as badly. Community colleges have invested heavily in splendid audio-visual equipment, but much of the software commercially available to foreign language instructors puts the students to sleep or insults their maturity, or both. Busy teachers generate what material they can, but they could use much more.

What are needed are audio tapes of street noises and snatches of cafe conversation, films or videotapes of workers at their jobs and families in the park, slides or transparencies of buildings under construction and food on the table. The materials need to be fresh, authentic, and up-to-date. They need to feature real people—preferably adult people—doing real things.

Community college instructors would gladly collect and develop these materials if they had the chance. They could and probably would exchange materials among colleges, as has been suggested by a French instructor at McHenry County College in Illinois.⁸ But the periodic foreign travel needed to produce such teaching aids, and regarded as a necessary part of their professional refreshment by most foreign language people, is not easy for many community college teachers to arrange. Their administrators, like their students and their taxpayers, tend to regard travel as a dispensable luxury. The concept of faculty development is very popular with community college people these days, but the idea that travel is a form of faculty development is hard to get across. Part of my possible dream is that chairpersons could work out a rationale for travel that would combine the professional development of individual staff members with the preparation of new teaching materials, and that they could persuade administrators of the rightness of that rationale.

In short, faculty time needs freeing up—time to think, to write, to plan and develop courses and materials, and if possible to travel.

A related kind of freeing up that community college foreign language faculties need is increased opportunity for shop-talk with peers. In spite of sincere and

intensive organizational efforts to bring in members from the two-year colleges, the MLA and the regional MLA's are still thought of as largely dominated by university people. Nancy M. Fisher of Roane State Community College, Community College Representative to the MLA Delegate Assembly, pointed out recently that "community college faculty members comprise only about three percent of the total membership" of the organization; and bear in mind that that figure includes instructors of English as well as of foreign languages.⁹ Ms. Fisher makes a well-reasoned case for community college faculty members to join the MLA, and another part of my possible dream is that her suggestion will be heard. Chairpersons can reinforce that suggestion more effectively than anyone else.

Meanwhile, ACTFL and the state and regional FLTA's continue to be perceived as dominated by high school people. Further, there is no analogue for language teachers of the Regional Conferences on the Teaching of English in the Two-Year College, or, at least in my state, of the Illinois Association of Community College Biologists or the Illinois Conference on Community College Mathematics. There is no journal or newsletter devoted to two-year language programs.

I realize that this is a strikingly poor time to appear to advocate the formation of new organizations or the founding of new journals, but I must insist that something needs to be done to bring together people whose interests are akin to but different from those of their colleagues at other kinds of institutions. The need becomes particularly evident when we reflect that these people are scattered through more than 1,200 colleges from coast to coast, usually in clusters of a half-dozen or less, and that many of them have only part-time appointments.

Another part of my possible dream is that chairpersons will think seriously about holding on their own campuses small regional conferences on topics of real concern and interest to community college people in their vicinities. Yet another part of the dream is that deans may be persuaded of the importance of freeing up money for community college language people, including those on part-time appointments, so that they can take up the MLA's invitation and attend its and other national meetings. If those things could be done, then a new organization or journal probably wouldn't be necessary, and the ranks of the existing organizations should swell.

If those parts of my dream were realized, some other problems might become capable of solution, too. So long as community college language people remain isolated from each other, it is quite easy for people outside their programs to keep heavy hands on their curricula. Universities evaluate their courses intended for transfer, and often it is not university language people, but university admissions officers, who make the decisions. Their judgments may be based on

evidence as scant as catalogue numbers and descriptions.

In many states (including mine) the staff of a coordinating board must approve new community college courses and review periodically on-going programs; they, too, use catalogues and sometimes course outlines. In my state, and in a good many others, one of the duties of the board staff is to decide whether a proposed course is properly lower-division. Understandably, the staff frequently goes to the universities for help in making these decisions. If the universities say a proposed language course is parallel to one of their lower-division offerings, fine; if not, the community college must teach it as general studies, or for no credit, or not teach it at all. If it is taught as general studies, it won't transfer or be applicable to an occupational program, and it will be supported with less state funding than if it is given for credit. If it is taught for no credit, it receives no state funding.

Community college people pride themselves on being innovative, but they need freeing up from these outside influences to be able to do much real innovation. Organizational support would help, and indeed may be required.

In Illinois, for instance, one of the bases for board approval of courses is the existence of a statewide compact, preferably concluded under the auspices of a recognized professional organization in the discipline, stating which courses in that field may be taught at the community colleges for transfer credit. There is such a compact in mathematics, and one appears to be developing in philosophy. But at present there is no such compact in languages, and the board staff approves only beginning, intermediate, and one literature course and one conversation course for each foreign language at each college. The result is that the student who enters the community college with four or more years of language study can't be served more than one year except under the rubric of independent study. Is it surprising that a sophomore foreign language major in an Illinois community college is an exceedingly *rara avis*?

There were, in fact, only 630 declared foreign language majors, probably mostly freshmen, in Illinois community colleges in the fall of 1974. That was 0.24 percent of the persons enrolled in the colleges that term. Room to grow? Absolutely, if the spirit of "*Fay ce que voudras*," translated as a compact permitting access to more advanced courses by community college students who are ready for them, can be attained. The support of university chairpersons is crucial to this kind of freeing up, since the compact must represent their interpretation of what can legitimately be done at the community college without infringing on their upper-division programs.

Let me provide an example of how such a compact might work: A few years ago, when I was teaching at a

community college, a student came to us who had had four years of high school Spanish in a strong and very rigorous department, who had spent a year in Spain studying in the regular program of a major university, and who had a grade of 5 on the Advanced Placement Program examination in Spanish. He lacked the funds to attend our nearby university for more than two years, and consequently had enrolled at the community college for his first two years. He wanted—and was certainly prepared—to study *Don Quijote*. But he and I learned, in consultation with the university's Spanish department, that they very much preferred to teach the *Quijote* on their own ground, making use of the high scholarship of one of their professors and of the unusual library resources available on their campus. They had no objection, however, to a student's undertaking the other works of Cervantes in another setting, so the young man and I spent a very pleasant and I think fruitful year with the *entremeses*, the *Novelas ejemplares*, and the long dramatic works. This had to be done as independent study under the existing regulations, of course, but at least it was possible and it happened.

Had a compact been in effect at that time, it might well have specified, among literature courses permissible to be taught at the community colleges, "*The Quijote*, no; but the other works of Cervantes, yes." The existence of such an agreement statewide would be considerably more valuable than my student's private arrangement with a single department, for it would provide students more latitude in transfer. In the particular case, my student knew where he wanted to go and what he wanted to major in as a junior, but many community college students do not have such firm plans and need the option to choose among a number of transfer possibilities.

The outcome of this case is heartening: the student did indeed transfer to the university, graduated with high honors, and is now embarked on a Ph.D. program in Spanish on a full fellowship. Had we not been able to work out an arrangement for him at the community college, all this might not have been possible. Had a compact been in existence, it might have benefited a number of students as well as him.

An *ad hoc* group of foreign language people is now working in Illinois on developing such a compact, and, on the advice of the state board staff, has approached the Illinois Foreign Language Teachers Association about being its organizational sponsor. The matter is on the agenda for the IFLTA's next meeting, and we are hopeful.

I would urge chairpersons in other states to look into the possibilities of this kind of freeing up of community college curricula. To be sure, allowing the community college to teach fairly advanced material benefits only a few highly prepared students—but those students are generally our very best and our most deserving of

consideration. Besides that, a breath of "Fay ce que voudras" does wonders for the morale of both students and faculty members in the community college.

A useful byproduct of the Illinois compact, if it comes to be, may be to broaden the scope of transfer courses in foreign languages, as well as to deal with the levels problem. At present, courses in Spanish for police officers or nurses are rarely given; if they are, they are generally noncredit. I take it that we *want* police officers and nurses who can communicate, at least rudimentarily, with the people they serve. And police officers and nurses often graduate from the community college, work a few years, and then seek a baccalaureate degree as an avenue to professional advancement. Now these people may simply lose what language credit they have and they may find themselves faced as juniors with a lower-division language requirement.

Another problem of scope which might be solved by a compact involves conversation courses designed for travelers (including travelers on business). At present these courses receive no credit—and no state funding. They enjoy great success at many of the colleges, but usually they can be taught only in fairly large sections, since they are supported entirely by tuition and local taxes. Clearly, then, curricular definitions are another thing that needs freeing up.

Can all this liberation come about? Can we come really to say "Fay ce que voudras" about foreign languages to community college students and faculty members? Can we open up that room to grow?

I think so, if we can learn to think along some new lines and to do some new things—to free ourselves of some of our traditionalism.

One tradition that I think needs examination is the idea that one can't really accomplish much in a language in less than two years. In most colleges, that is a full 25 percent of the lower-division program of 60 to 64 semester hours, or 90 to 96 quarter hours. For the baccalaureate student not planning to major or minor in languages, dedication of that much time to language study is formidable enough. For the occupational student, seeking to develop a marketable skill in two years of full-time study or three or four years of part-time study, it is nearly impossible to contemplate. We may argue that students ought to come to the community college with at least two years of language preparation, but the fact is that many don't; we need to meet *all* our students where they are, not where we should like them to be. The intent to do that is indeed one of the special characteristics of the community college. A compact could help us to meet our highly prepared students where they are. But how can we meet the many students who have little or no background in languages and who recoil at the sheer bulk of our programs?

I suspect that if we could design one-term beginning courses from which students could expect to take

away a few real, usable skills in the language, we would see many more students. Some would leave at that point; some would stay around for subsequent courses. Actually, of course, this is what happens now; many community college teachers deplore the fact that "our program has turned into 101, over and over again." The difference that I am suggesting is that 101 should provide something intrinsically useful, not just a basis for 102 through 104 and beyond. We do provide something useful in a single term in our travelers' courses, and perhaps that is why they are popular.

Our colleagues in the vocational programs have developed what they call the "ladder" concept. Its essence is that the nurse may take the first-year program and be certified as a licensed practical nurse or go on into the associate degree nursing program; the electronics student may take a short program and go to work in a radio-television service shop or go on to graduation as an electronics technician; the clerical student may take a term or two and go to work as a typist or continue to study for certification as an executive or legal secretary. The strong point of the system is that the student can choose, at any one of a number of points, whether to leave the college with the skills in hand or to apply them to further study—and that at each of those points the skills in hand are complete for some defined purpose.

The weakness, by contrast, of most of our language programs is that the skills they develop are not complete for three, or even four semesters. Yvonne Ozzello of the University of Wisconsin has pointed out, for example, that most language students don't learn to say, "I'm happy," or "I'm sorry," or "I want you to go with me" until well into the second semester, or even the third.¹⁰ Neither do students, except in travelers' courses, generally learn to order a meal or buy a theatre ticket until the conversation course in the third year.

In other words, the way we structure most of our courses now forces students to commit a very large portion of their limited time (and money) to us, and to see themselves as bound into our lock-step curriculum for at least two years. How different from the Abbaye de Thélème, where "it was provided that, here, both men and women should be absolutely free to pick up and leave whenever they happened to feel like it"! We know that community college students are likely to "pick up and leave"—but should we not give them something tangible to leave with?

We can, if we can write our courses in units based on complete real-life situations rather than on points of grammar. That is what my dream of lively new textbooks and teaching materials is intended to accomplish. And classroom use of these materials might be sprightly enough to provide us some of that publicity we need. A TV clip, for instance, of local students ringing changes on Arciniegas' little piece, or a feature story on the local community college German

instructor's experiences filming and taping in Heidelberg, would be attractive to many a hometown audience.

Another form of traditionalism which I think needs reconsideration—and which is in part to blame for that isolation of teachers of which I spoke—is the belief that our institutional walls are impregnable, that students enrolled at our college must take all their work at our college. It may be that one reason that state boards and taxpayers become impatient with us is that we tend to expect every community college, however small, to offer a full program of at least the three most-taught languages, and preferably others as well. Perhaps we should contemplate consortial arrangements among colleges and universities, public and private, which are in reasonable proximity to each other, to enlarge our programs but still stay within tight budgets.

In my state a few beginnings have been made along the lines I envision. Kankakee Community College, for example, combines its language courses with those of Olivet Nazarene College, a private institution located in the same city. The three campuses of Illinois Eastern Community College divide their offerings, French at Olney and Spanish at Lincoln Trail and Wabash Valley. John Wood Community College, a "common market" college new last fall and offering all its programs through previously established institutions, makes available to its students the entire gamut of languages taught at Quincy and Culver-Stockton Colleges, both private liberal arts colleges of long history. My own university, Sangamon State, is not presently authorized to give language programs, so our students take French, Spanish, or Italian at Lincoln Land Community College a half-mile away.

These arrangements don't necessarily produce more language students, but they do provide access to language programs for students who seek them. They may, over the long run, produce more students willing and prepared to continue language study. They certainly provide more credible class sizes than are often possible in a single institution, and they foster acquaintance and the consequent opportunity for shop-talk among faculty members in different settings. The shop-talk is likely to lead in its turn to such expressions of mutual understanding as the statewide compact I hope to see in Illinois, and thus to freer definitions of curriculum.

A third form of traditionalism that I think needs reexamination is the idea that language learning takes place only in the classroom or the language laboratory. We know very well that children's learning of the language takes place experientially, as an adjunct to the childhood business of growing up. Our vocational colleagues have long enriched their students' programs with real-life experience on a job—for credit and often for pay as well. Can we not take a leaf from their book?

Can we not devise means of evaluating for credit the

language skills a student acquires by working next to a Spanish-speaker every day? Can we not suggest that our students do volunteer work with Vietnamese refugees, and then assess the French they have learned and give them credit for it? Can we not develop statements of the competencies we expect for one or two hours of credit as well as for sixteen hours? And if we did this, would it not encourage our students to try to learn to communicate in the other person's language, rather than always to expect the other person to communicate in theirs?

The community college, with its open door and its close identification with its community, is the ideal place to begin a competency-based, experiential approach to language learning. For the approach to spread from there to the four-year institution, there would have to be support from four-year college language departments. Students would need assurance that those one or two hours of credit, or that isolated 101 course, would be considered if they should try to transfer it. I think language people in senior institutions could consider supporting the idea of such assurance, if only because the students might want to continue with language study once they had begun it.

In the last analysis, then, I think our ways of thinking about ourselves, our institutions, our colleagues, and our programs need freeing up.

I doubt, *maître* François, that we can ever hope to see our community colleges peopled like the Abbaye with students "so nobly educated that there was not in their whole number, a single one, man or woman, who was not able to read, write, sing, play musical instruments, and speak five or six languages, composing in these languages both poetry and prose." But I believe that we can come much nearer to that goal than we now are, that we can open up some of that room to grow, that we can realize at least most of my impossible dream. And while we'll have to translate it for comprehensibility into something like "Do your own thing," I think we can say in essence to our students and our faculty members, "Fay ce que voudras."

NOTES

¹The quotations from Rabelais are in the delightful translation of Samuel Putnam: *The Portable Rabelais*, Viking Press, 1946.

²Ann Tukey Harrison, "What Can I Do With It?—Vocational Counseling for Language Students," *ADFL Bulletin*, Vol. 5, No. 1 (September 1973), pp. 37-39.

³Luba H. Kowalski, "Russian for Business and Commerce," *ADFL Bulletin*, Vol. 6, No. 1 (September 1974), pp. 42-44.

⁴Carol S. Fuller, "Language-Oriented Careers in the Federal Government," *ADFL Bulletin*, Vol. 6, No. 1 (September 1974), pp. 45-51.

⁹M. Rex Arnett, "Languages for the World of Work," *ADFL Bulletin*, Vol. 7, No. 4 (May 1976), pp. 14-24.

¹⁰Louise Fiber Luce, "Innocents Abroad: Foreign Language Learning and Use of the Overseas Community," *ADFL Bulletin*, Vol. 7, No. 4 (May 1976), pp. 36-38.

¹¹*Foreign Language Annals* for February 1976 (Vol. 9, No. 1, pp. 74-5) and *Modern Language Journal* for April 1976 (Vol. LX, No. 4, pp. 149-50) carry the request from the Joint National Committee for Languages for ideas for and contributions to a national public relations effort. I hope that this important undertaking may be supplemented with local-

interest features in local media.

¹²Mr. Erwin Cornelius suggested exchange of videotapes of real-life situations in correspondence with me in May 1974. His address is: McHenry County College, Crystal Lake, Illinois 60014.

¹³Nancy M. Fisher, "To Community College Faculty" (letter to the Editor), *MLA Newsletter*, Vol. 8, No. 2 (May 1976), p. 4.

¹⁴Yvonne Ozzello, "The Grammar of Feeling." Paper presented at the April 1976 meeting of the Central States Conference on the Teaching of Foreign Languages.

TABLE 1

Summary of the Fall Term Instructional Credit Enrollments
Illinois Public Community Colleges, 1968-1975
(Source of Data: Illinois Community College Board)

	FALL 1968	FALL 1969	FALL 1970	FALL 1971	FALL 1972	FALL 1973	FALL 1974	FALL 1975
Headcount ¹	102,419	121,845	142,486	163,830	183,286	226,101	257,365	311,181
% Change	---	+19.0%	+16.9%	+15.0%	+13.1%	+23.4%	+13.8%	+20.9%
FTE	64,830	80,206	94,686	106,279	108,637	114,265	124,392	156,883
% Change	---	+23.7%	+18.0%	+12.2%	+2.2%	+5.2%	+8.9%	+26.1%
Ratio of Headcount to FTE	1.58	1.52	1.50	1.54	1.69	1.98	2.07	1.98

¹This is unduplicated headcount, in which each student enrolled is counted only once, regardless of the number of courses he/she may be taking.

FIGURE 1

Fall Term Headcount and FTE Enrollment in Instructional Program Areas
Illinois Public Community Colleges, 1968-1975

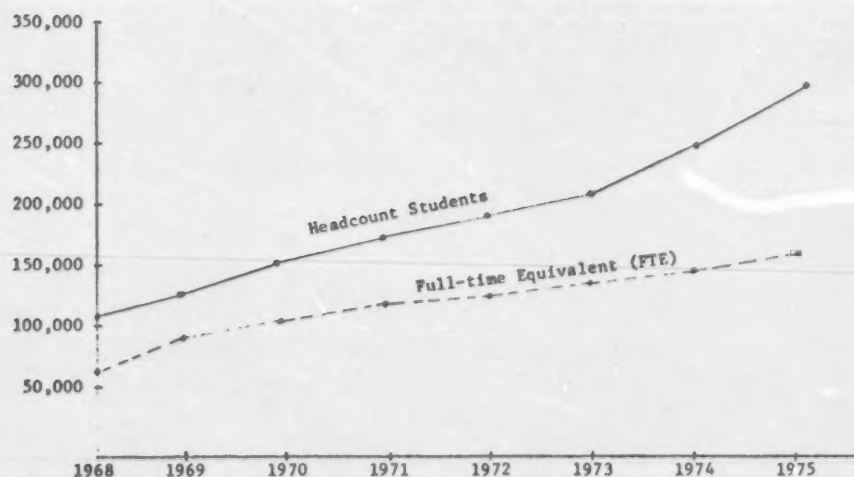


TABLE 2

Fall 1975 Higher Education Enrollment in Illinois by Type of Institution
(Source: Enrollment in Institutions of Higher Learning in Illinois: 1975, by Froehlich)

Type of Institution	1975 Headcount	% Increase from 1974	% of Total	1975 FTE	% Increase from 1975	% of Total
Public Community College	311,181	20.9%	48%	156,883	26.1%	35.8%
Public Univ.	195,536	5.6%	30%	166,733	5.7%	38.0%
All Private Institutions	143,394	1.6%	22%	114,669	1.6%	26.2%
TOTAL	650,111	11.5%	100%	438,285	11.0%	100.0%

FIGURE 2

Percent Distribution of Fall 1975 Higher Education Enrollment in Illinois by Type of Institution

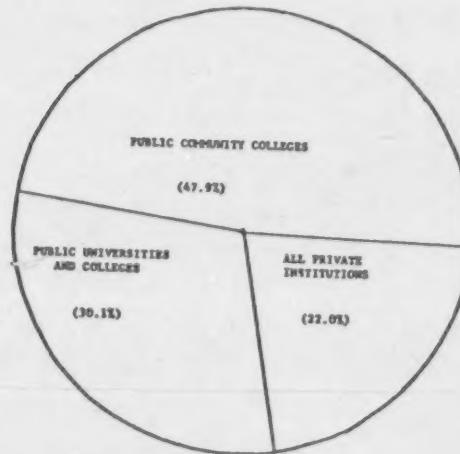


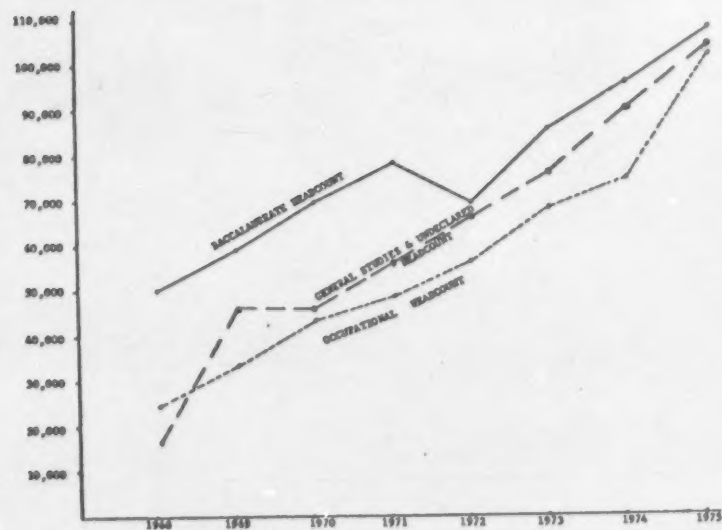
TABLE 3

Fall Term Student Headcount Enrollment by Instructional
Program Area in Illinois Public Community Colleges

	1968	1969	1970	1971	1972	1973	1974	1975	Change
Baccalaureate Oriented	49,747	57,087	69,751	77,423	67,460	85,077	95,942	108,025	+12.6%
Career/Occupa- tional Oriented	23,448	31,509	42,703	47,405	53,831	67,466	72,943	100,435	+37.7%
General Studies and Undeclared	16,336	45,405	44,730	51,031	64,037	72,409	88,480	102,721	+16.1%
TOTAL	89,531	134,001	157,184	175,859	185,328	224,952	257,365	311,181	+20.9%

FIGURE 3

A Comparison of Fall Term Instructional Program Enrollments
in Illinois Public Community Colleges, 1968-1975



BEYOND SURVIVAL: THE ROLE OF FL PROGRAMS IN THE HIGH SCHOOLS AND THE TWO-YEAR COLLEGES*

WE can safely assume that somehow or other foreign languages will survive the twentieth century despite declining course registrations and other ominous signs. As has already been pointed out by David H. Malone and Jean A. Perkins (*ADFL Bulletin*, May 1976), there is hope to be found in the cyclical nature of things, in the fact that fads and trends do change, that a lack of structure eventually leads to a call for more structure and more requirements, and that some young assistant professors with tenure will be around for several decades before they pass off the scene. One can also point to the experience at Bryn Mawr and Swarthmore, where the abolition of the language requirement resulted in increased rather than decreased foreign language registrations.

However, if one is unable or unwilling to wait out this inevitable but somewhat indefinite cycle, or if one wants to do more than simply survive, some more positive action is called for. Course registrations in modern foreign languages over the entire spectrum of higher education give us an indication of what must be done. One fact that stands out very clearly is that as enrollments in higher education have increased, the number of foreign language registrations, as a percentage of total enrollment, has decreased significantly. Enrollments in U.S. colleges and universities, including the two-year institutions, increased an average of 8.9 percent between the fall of 1974 and the fall of 1975, as the following data indicate:

	1975 Enrollments	1974-75 Change
Universities	3,422,459	+4.2%
Other 4-year colleges	3,939,987	+5.9%
2-year colleges	3,877,741	+16.8%
All institutions	11,240,187	+8.9%

Source: *Chronicle of Higher Education*, 15 Dec. 1975

On the other hand, between 1972 and 1975, the latest year for which we have data, registrations in French suffered a decline of 13.6 percent, German 14.1 percent, and Russian 10.7 percent (*ADFL Bulletin*, Nov. 1975). Of some 1,285 institutions surveyed (*ADFL Bulletin*, Sept. 1975), only 18.3 percent of these institutions had no entrance or degree requirement in foreign languages in 1970, but by 1974 that percentage was up to 38.8 percent. Likewise, in 1970, 76.7 percent of these

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institutions had a college-wide foreign language requirement for the B.A. degree; by 1974 that number had been reduced to 53.2 percent.

If we look at the total enrollment in higher education for 1974-75 and the total foreign language registrations, we find that modern foreign language registrations as a proportion of total higher education enrollments are approximately 9.9 percent, with the following breakdown:

	Enrollments	FL Registration
2-year colleges	3,319,000	154,000
4-yr. undergrad. colleges	3,719,000	750,000
4-year grad. colleges	3,284,000	41,892
Total	10,322,000	945,892

Perhaps the most striking fact here is the very low registration in modern foreign languages in two-year institutions: only 4.65 percent of the total enrollment of 3,319,000, as compared with 11.81 percent of the four-year undergraduate population of approximately 6,346,200 (3,719,000 plus approximately 80 percent of 3,284,000 or 2,627,200). If we also take into account the fact that most probably somewhere between 65 percent and 70 percent of registrations in foreign languages occur in the freshman and sophomore years on the undergraduate level, then the actual discrepancy is not 4.65 percent versus 11.81 percent but more like 4.65 percent versus 16 percent for the first two years of four-year colleges. The real rate of FL registrations at two-year institutions is only one-third to one-fourth of that at comparable levels in the four-year colleges. One other factor should also be considered, namely, that each student who is counted in the enrollment figures is most probably registered for four courses at the four-year college, and most probably for an average of only

*Expanded version of a paper presented at the Annual Meeting of ADFL at the MLA Convention, 26 December 1975, in San Francisco. The author is Professor of Russian and Director of the Center for Slavic and East European Studies at Ohio State University.

three courses at two-year institutions, which really means that in four-year colleges and universities only about 2.95 percent of all registrations are in foreign languages, and in the two-year colleges that figure is only 1.54 percent.

Richard Brod (ADFL) *Bulletin*, Nov 1975) indicates that in 1960 only 455 two-year colleges reported FL registrations; in 1972, 899; and in 1974, 835. He also notes that FL registrations in these institutions had increased by 1.9 percent between 1972 and 1974. However, a 1.9 percent increase in FL registrations at a time when two-year institutional enrollment went up almost 20 percent is not a significant increase. In relative terms it constitutes an actual decrease.

All of this presents us with a vicious circle which has been commented upon by others. If there are no foreign language requirements or courses in the two-year colleges, then there is also a decrease in foreign language study on the high school level as well. In the state of Ohio, for example, registrations in French in the public high schools dropped 22.7 percent between 1970 and 1974.

How can all of this be turned around? What is required first of all is a change of attitude on the part of college and university teachers and administrators, who must recognize the need to reach out to other segments of their own institutions, to the two-year institutions, and to the secondary schools in particular. The tenured young assistant professor can sit back and do little more than is necessary to maintain those course registrations that guarantee his future, or he can work more actively to ensure that another assistant professor may join him at some point in order to help with the struggle.

1. *Colleges and universities.* Intra-institutional outreach activities have already been commented upon very extensively in the professional journals and at workshops and meetings. The importance of getting faculty involved in extracurricular activities and expanding both the nature and quality of service functions needs no further discussion. Foreign language departments need to reach out to the community and to other colleges and universities in close geographical proximity in order to create joint or cooperative programs of outreach that will be of benefit to all.

2. *The two-year institutions.* It is now estimated that approximately 50 percent of all students at the freshman and sophomore levels are concentrated in the two-year colleges. Within the next decade that figure may very well rise to 75 percent. The two-year college is destined to be the portal college for the large majority of those who will continue on to complete a four-year college program.

Enrollments at institutions of higher education in the United States in 1975 are more or less equally divided among universities, other four-year institutions, and two-year institutions.

	1975 Enrollments	1973-75 Change
Universities	3,422,459	+7.2%
Other 4-year colleges	3,939,987	+10.3%
2-year colleges	3,877,741	+32.4%
Total	11,240,187	+16.0%

Source: *Chronicle of Higher Education*, 15 Dec. 1975

The two-year institutional enrollment is a great advance over 1950, when community-junior colleges had a combined enrollment of 218,000 and employed approximately 15,300 faculty. By 1974 the actual number of community-junior colleges had roughly doubled enrollments, which had soared to 3.5 million, and over 164,000 faculty members were employed.¹

If we are to guarantee the growth and development of FL programs in the four-year colleges and universities, it is obvious that we must also strive to develop good foreign language programs in the two-year colleges. The four-year colleges and graduate schools in particular must reach out to these two-year institutions to determine the kind of training that will be required to produce the faculty for the two-year institutions. The lack of communication between the graduate schools and the two-year colleges must be rectified before much more can be done. The recent report on *Graduate Education and Community Colleges* indicates that although some graduate schools have indeed tried to be of help to community colleges, and although there are strong ties between many community college faculty and the graduate schools where they completed their degrees, the obstacles are very formidable, including the fact that too many graduate programs are focused exclusively on disciplinary research rather than on improved ways to teach the subject. A second major obstacle is the "perception within community-junior colleges of graduate school indifference to the mission, philosophy, and aspirations of two-year institutions."²

And, finally, there are the difficulties in restructuring graduate programs to include courses needed by community college faculty and to waive some course and residency requirements. Two of the highlights of the report deserve to be quoted in full since they do have a direct bearing on the kinds of programs that need to be developed:

Community-junior colleges increasingly need faculty members with specific skills: flexibility to deal with students from widely varied and diverse backgrounds; excellent teaching ability, based on an adequate knowledge of subject matter; and an understanding of the evolving role of the community college as an institution and of the local community in which the college is located.

Many community college administrators believe that graduate schools turn out "half-persons"—people well trained in the academic discipline, but lacking in human relations and teaching skills. Such "half-persons" are not effective teachers in a community college setting, and this accounts for much of the community colleges' resistance to hiring Ph.D.'s.³

The two findings quoted above are supported by data presented by Robert McCabe and Cynthia M. Smith, who made a survey of desirable skills, competencies, and attitudes for community college faculty.⁴ It is clear from the results of this survey that at least some of the graduate programs offered by departments must be restructured. Doctor of Arts programs (or whatever else one wants to call them) with interdisciplinary and multidisciplinary training seem to be of crucial importance if we are to help develop and encourage foreign languages in the two-year institutions. The foreign language teacher must be able to teach two or three different languages or a sequence of courses in other disciplines that are closely related to the language of specialization. All too often, the two-year or community colleges tend to staff foreign language courses with part-time teachers drawn from the community since they do not have full-time positions available. This also means that the individual who has been hired to teach one or two courses, who has no claim to tenure, and who is really not consulted about the development of his specific area is not an integral member of the college where he teaches. Indeed, he may spend a minimum of time at the institution itself.

What is needed most of all, then, is to train individuals who can get a full-time position at one of these two-year institutions by teaching two or three different subjects, at least at the beginning. Gradually, as a single course in a foreign language is developed into two sections, or two years, or ideally both, a full-time position can be created, and some of the secondary fields may be delegated to part-time assistants instead. The Doctor of Arts Program in Russian at Ohio State University has been developed to meet these needs at the two-year institution, or at the undergraduate level in the four-year college, particularly the smaller college. A graduate of the Ohio State program is prepared to teach Russian language, modern Russian literature (19th and 20th century), Russian history, and freshman and sophomore courses on Russian civilization and culture, including an interdisciplinary, introductory course on the U.S.S.R.

If departments are not willing to restructure some of their graduate programs, and continue to produce only Ph.D.'s that the two-year institutions do not want, the two-year and community colleges will develop their own programs of advanced graduate training and bypass the traditional graduate programs now being offered. Such programs already exist, and are destined to grow rapidly over the next few years unless we do

something positive about all of this. One example is Nova University (Fort Lauderdale, Florida) which offers an off-campus doctoral program (Ed.D.) designed specifically for community college faculty, counselors, student personnel, service staff, and administrators. Candidates who already have M.A.'s may specialize in administration, the behavioral sciences, and curriculum and instruction. In 1974-75, thirty-three clusters of approximately twenty-five students each were in operation, for a total of 825 students—more students working in community college education than all the traditional graduate schools in the United States combined.⁵ Although the humanities (including foreign languages) are not yet included in this particular program, it is surely only a matter of time before this does happen.

3. *The high schools.* If the four-year colleges and universities somehow do not seem to be communicating effectively with the two-year colleges, which after all are staffed by people with whom they share certain values and who in many cases have had similar graduate training, they neglect almost completely the most important link in the process which brings students to the foreign language classrooms at the college level, namely, the high schools. If the local community or junior college does not require a foreign language, and it usually does not, and if it does not encourage foreign language courses, the feeder high school systems in the immediate geographical area undoubtedly suffer a drop in FL registrations. Unless he has had some advice to the contrary, a high school student who finds that he does not need a foreign language in his community college will not take a foreign language in high school or at the community college, and when he transfers to a four-year degree-granting institution, he may try to find one without FL admission or graduation requirements for the B.A. If he is in a college that does have a degree requirement for the B.A., he will try to find some professional program offering a B.S. which does not require any knowledge of a foreign language, or work to abolish the language requirement. Thus, the decline in FL registrations at the college level has a very serious effect on FL registrations at all levels within our educational system.

There are also other forces at work in the high schools which cannot be attributed directly to the actions taken by four-year institutions, and these are primarily economic. School systems faced with rising costs and the necessity for balancing budgets have generally responded by cutting out so-called frills and expensive programs, often basing decisions on class size alone. Foreign language classes are among the first to suffer, since they are expensive in terms of the student-teacher ratio. It is much less expensive to teach large classes in social studies or history. When the prescribed minimum class size cannot be met, it means that the program for that particular foreign language is crippled not for one,

but for a minimum of two years, assuming that a new class will get a start the following year. In these times of economic crises, it is also very difficult to start a new language in a school where the other foreign language teachers, who formerly may have been very enthusiastic about the possibility of introducing another language, must do whatever they can to maintain their own language classes. There is no question but that now high schools need all the help they can get if foreign language registrations are not to dwindle away to "survival" levels.

The college and university foreign language departments must communicate with the high schools, and must help to develop in the general citizenry an awareness of the need and the importance of foreign language study. Not only must there be someone in every language department who has a special coordinating or liaison function for the high schools in the immediate area, but this work must also have the active support of the departmental chairman. The ideal person for such a position would be someone with a Ph.D. or D.A. in foreign language education, a person who has actually had teaching experience both at the college and high school levels.

Many of the outreach programs of the Language and Area Centers funded by the U.S. Office of Education under Title VI of the NDEA are now aimed at developing and encouraging foreign languages and areas studies in the high schools. However, these Language and Area Centers are concerned primarily with the non-Western areas of the world, and, with the exception of Russian, Chinese, and Japanese, the languages in question are those which are not fully developed even at college and university levels.

The Center for Slavic and East European Studies at Ohio State University is representative of the kinds of things that can be done. It has worked effectively with high schools which offer Slavic and East European subjects (primarily Russian language, literature, and history) in Ohio in order to develop and maintain interest and course registrations throughout the state. A half-time secondary school coordinator at the Center operates workshops, distributes materials, visits classrooms, and determines what needs to be done. The Center has purchased a number of films and filmstrips and loans these out without charge.

Over the past few years, at an annual Slavic Day held on the Ohio State campus during the spring, approximately 50 percent of the high school students studying Russian in Ohio come in from all over the state in order to participate in a program featuring career information, singing, dancing, movies, and presentation of skits by the various schools. A book dealer usually has an exhibit and sale of Russian books and souvenirs. The event seems to generate enthusiasm and lets the students know that there are others like them scattered around the state.

In January or February, the Slavic department conducts an Olimpiada Contest in spoken Russian with faculty members from the department acting as the judges. Prizes are awarded to the winners, but all also receive a button to commemorate the event.

The most recent successful venture, first operated during the fall of 1975 and repeated at the end of October 1976, is the weekend foreign language camp, *Lager' Druzhiba* (Camp Friendship), modeled on the very successful program "Sosnovka" which has now been in operation by the Jefferson County (Colorado) Public Schools for several years.⁶ Incredible as it may seem, approximately 1,200 students are enrolled in Russian language courses in the Jefferson County Public Schools, more than are presently enrolled in the entire state of Ohio. For 1975, and again for 1976, the high school teachers, Center staff, and the Department of Slavic Languages and Literatures worked effectively together to present a meaningful experience and an opportunity for students to practice their language skills in an appropriate setting.

Under serious consideration now is the possibility of extending this idea of weekend language camps to include college students of foreign languages, or language teachers and area specialists from other disciplines drawn from all levels of academia: the high school, the two-year college, the four-year college, and the university. The enthusiasm generated by the non-language specialists should help foreign language registrations at all levels. It should be noted, however, that much of what has been described would not have been possible without the active cooperation of the Slavic department.

If we want foreign languages to advance beyond "survival" levels in higher education, it is clear that more attention must be given to developing foreign language instruction in the two-year colleges and the high schools. When the four-year colleges drop FL entrance and graduation requirements, these actions do have a negative effect on foreign language registrations in the two-year college and the high school. There is no question but that colleges and universities can do much to help encourage the development of foreign languages in the two-year institutions and the high schools, but even more important may be the development of a language awareness program within the local communities, so that citizens in those communities will actively support the development of foreign language curricula.

Unlike the four-year colleges and universities, which do not necessarily depend on the citizens of their local communities for financial support, and which consequently may not be as responsive to community needs, the two-year community colleges and the high schools are really controlled by the citizens in the community and must be responsive to their needs. If the school boards were really convinced of the necessity for foreign

language study, they would see to it that foreign language instruction was made available even if the stipulated minimum class size were not met. If the board were enthusiastic, it is likely that the constituency which the board represents would also be enthusiastic, and chances are that there would be no problems with class size.

One of the major recommendations of a recent report of the International Education Project of the American Council on Education, *Education for Global Interdependence*, is that there be added to Title VI of the National Defense Education Act a new and separate "Citizen Education" program focused on extending and improving general citizen awareness of America's global relations. Federal funds would be used for teacher training, teacher exchange, and preparation and dissemination of instructional materials, K-12. Strengthening of programs in higher education is also authorized, as well as collaborative efforts between colleges and universities on the one hand, and community groups, media services, and other educative instruments of public enlightenment on the other, to explore common grounds and shared programs for upgrading citizen appreciation of global interdependence.⁷

Foreign language training is obviously an important segment of any plan to implement a program of education for global interdependence, and there is thus a recommendation that the President establish a Commission on Foreign Language Training. It is hoped

that funding will soon be made available under this new proposed section of Title VI. But even then, in order to make things work, we need the active support and participation of all foreign language teachers at all levels of the educational system, K-20. Or we can simply "survive."

NOTES

¹S. V. Martorana, William Tombs and David W. Breneman, eds., *Graduate Education and Community Colleges: Cooperative Approaches to Community Staff Development* (a technical report presented to the National Board on Graduate Education). Technical Report Number Five, Washington, D.C., p. 2.

²*Op. cit.*, p. 2.

³*Op. cit.*, p. 5.

⁴Robert McCabe and Cynthia M. Smith, "New Programs and Practices and Desirable Faculty Competences and Attitudes," *op. cit.*, pp. 13-14.

⁵Terry O'Banion, "Alternate Forms of Graduate Education for Community College Staff: A Descriptive Review," *op. cit.*, p. 56.

⁶For a more complete description of "Lager' Druzhba" see Gerard L. Ervin, "So You're Going to Have a Language Camp? Some Suggestions for Making It Work," *Foreign Language Annals*, Vol. 9, No. 2, (April 1976), pp. 109-116.

⁷*Education for Global Interdependence*. A report with recommendations to the Government Academic Interface Committee from the International Education Project. American Council on Education, Washington, D.C., 1975, pp. 24, 31, 34, 42.

THE HUMANITIES AND FOREIGN LANGUAGES IN COMMUNITY AND JUNIOR COLLEGES*

IN the early 1970's, the National Endowment for the Humanities became increasingly concerned about humanities in community and junior colleges. Recognizing that two-year colleges enrolled more than one-fourth of all undergraduates, the Endowment staff wanted data upon which their own support to these institutions might be based. In 1974 they requested that the Center for the Study of Community Colleges do a comprehensive study of humanities in two-year colleges.

The first phase of the Center's study was a major review of the literature to determine what was known about the humanities in two-year colleges. This review yielded three monographs—one on the students, one on the faculty, and one on curriculum and instruction in the humanities.¹ The second phase of the study was a survey of the faculty teaching the humanities in the community colleges nationwide—their values, aspirations, preferences for further preparation, and orientation toward curriculum and instruction, along with their concern for students and for the humanities. The survey yielded a rich pool of data, some of which has been reported in the study entitled, "An Analysis of Humanities Education in Two-Year Colleges: Phase II—The Faculty."² The third phase, begun in 1976, is a study of curriculum and instruction, and a fourth phase, a study of the students, is planned for a later time.

In this paper we present a synopsis of the findings from our study of the faculty, with particular emphasis on foreign language teachers, and a preliminary report of curriculum patterns. First, the faculty. In order to survey the faculty teaching humanities in two-year colleges nationwide, we utilized a two-stage sampling procedure. We sampled the 1,184 two-year colleges in the United States, apportioning them according to geographic locale, control (public or private), and size; 156 colleges were selected to participate in the study. Next we sampled the faculty teaching humanities in those institutions. For purposes of the study we used the Endowment's definition of humanities as courses in aesthetics, art history and appreciation, comparative religion, cultural anthropology, cultural geography, foreign languages, government, history, jurisprudence, linguistics, literary criticism, literature, music history and appreciation, philosophy, and theatre history and appreciation. We obtained class schedules and catalogues from the 156 institutions, checked off the faculty teaching those courses, and sampled a random one-half of the full-time instructors and one-half of the part-time instructors. For comparison purposes we also sampled one-third as many non-humanities faculty members,

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weighting the group strongly with department and division chairpersons. Eighty-four percent of those sampled—1,493 humanities faculty and 505 instructors from other fields—returned usable questionnaires. Based on the way the sample was drawn and the high response rate, a most reliable set of data on two-year college instructors in the humanities was assembled.

There were 210 foreign language instructors in the sample of 1,493, representing 14 percent of the total population teaching humanities. Except for literature (27 percent) and history (16 percent), the foreign language instructors were the largest disciplinary subgroup. These instructors—and foreign language in our definition includes people teaching English as a Second Language—occasionally also teach history, literature, philosophy, or social science, but the overlap is limited. While 76 percent held their highest degree in foreign language, 12 percent indicated literature, 10 percent education, 6 percent linguistics, and 5 percent history—a few obviously holding a dual major.

With the exception of religious studies people, more foreign language instructors (16 percent) than members of any other disciplinary group are in private colleges. But by far, most are in public comprehensive colleges rather than vocational/technical or liberal arts-focused institutions. The greatest cluster (22 percent) is found in colleges with 5,000-7,499 students, while only slightly fewer (18 percent) are in schools of 2,500-4,999 students, and 15 percent are in institutions of 15,000 and larger.

There are some notable differences between foreign language instructors and the other humanities faculty members. The total group includes 67 percent men and 33 percent women, but among foreign language instructors there are more females (54 percent) than males (46 percent). The ethnic composition differs also: "Caucasian" was designated by only 79 percent of the foreign language people, compared with 91 percent of

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the total sample. Mexican-American/Chicano backgrounds were noted by 8 percent of the language instructors, probably reflecting their representation in ESL courses. A much higher percentage (39 percent) of the language instructors occupy part-time positions as compared to the total sample (24 percent part-timers). And more of them have other jobs in addition to their teaching—37 percent, compared with 26 percent of the total group.

Otherwise, the foreign language instructors look much like the rest of the faculty teaching humanities. Almost two-thirds of them reported that they had formerly been instructors or administrators in secondary schools. But less than one-third claimed to have acted as instructors or administrators in four-year colleges or universities, beyond the level of teaching or research assistants. When it came to experience in any two-year college, 19 percent indicated 1-2 years; 14 percent, 2-4 years; 34 percent, 5-10 years; 14 percent, 11-20 years; and 6 percent, more than 20 years. Approximately 30 percent had acted as department or division chairpersons; less than 20 percent had been directors of special programs; and about 15 percent had held positions as administrators.

Because the status of doctorate holders is of considerable concern, certain questions were asked of the special cadre of foreign language instructors who were at the time acting as chairpersons of their departments or divisions (13 percent). Thirty-seven percent of these chairpersons reported having employed people with the doctorate; 85 percent indicated no pressure either way to do so; and 56 percent said they planned to do so. When asked whether they expected to hire or not to hire candidates with this advanced degree, most indicated they would "Hire the best person regardless of degree."

The hours a person is engaged in classroom teaching—or "teaching load" as it is so poorly but frequently called—is often used as a measure of individual productivity. The breakdown of weekly teaching load for foreign language instructors is as follows: 11 percent teach 3 hours or less; 19 percent, 4-6 hours; 9 percent, 7-9 hours; 8 percent, 10-12 hours; 24 percent, 13-15 hours; 15 percent, 16-18 hours; and 11 percent, more than 18 hours. These figures do not account for differences between classroom and laboratory hours, and they must be viewed in the knowledge that more than one-third of the group are part-time instructors.

Foreign language instructors are much like the total humanities faculty in their attitudes toward peers and others. When asked to rate members of various groups as sources of advice on teaching, they ranked colleagues, students, and professional journals highest, in that order. Far behind, in descending order, were programs of professional organizations, department chairpersons, university professors, high school teachers, and college administrators. Only 22 percent of

the language instructors indicated they are not members of a professional organization, and 51 percent stated that they had not attended a regional/national meeting in the past three years. And more foreign language people (18 percent) than the total group (16 percent) said they were members of three professional organizations and had attended one or two regional or national meetings. This speaks well for ADFL, because among the eleven disciplines, only the music instructors accorded a higher ranking to their professional organizations and journals.

Faculty development efforts are popular for institutions that would revitalize their instructor corps without changing their structure. We found that twice as many foreign language people (15 percent) as the total sample (7 percent) indicated that they are working on a master's degree. Twenty-one percent said they are working on the doctorate. Most (84 percent) indicated they would like to take steps toward professional development in the next five years. Of those who want further development, 36 percent said they would like to enroll in courses in a university; 34 percent indicated acquiring a Ph.D. or Ed.D.; 7 percent pointed to a Doctor of Arts degree; 14 percent wanted to get a master's degree; and 12 percent would enroll in in-service courses at their college.

When these same people were asked what they would do if they had a free summer, more foreign language instructors than their colleagues in any other of the disciplines wrote "travel" (70 percent of the foreign language and 53 percent of the total group). In descending order were the following other free responses: take classes study/read; recreation/rest; write for publication; and work on advanced degrees.

Asked what type of training they would seek were they to begin all over again, foreign language respondents are less likely than representatives of other disciplines to say they would "do the same/change nothing" (25 percent foreign language, 33 percent total). More of them (12 percent vs. 9 percent) would choose to do more student teaching and take more teaching methods courses (13 percent foreign language, 9 percent total).

An item regarding plans is both an indicator of satisfaction and a key to the future. Like the total group, foreign language people ranked as "very attractive" a faculty position at a four-year college or university five years hence. In descending order they chose: doing what they are presently doing; teaching in a school outside the United States; a faculty position at another community or junior college; an administrative position in a community or junior college; having no idea; and last, any position but the college in which they are now working.

One indicator of affiliation—or, as we call the item delineating this relationship, group cohesion—is the way instructors rank their relationship to significant

others in their lives. Language instructors select friends first and then, in order of importance, family, other instructors in their field, most instructors at their school, students, teacher organizations, and last, college administrators.

How do instructors feel about the education their students receive at the two-year colleges? They think students should get, first, self-knowledge and a personal identity; then, tied for second, knowledge of and interest in community and world problems and preparation for further formal education. Following are: knowledge and skill directly applicable to careers; aesthetic awareness; and finally, an understanding and mastery of some academic discipline. When it comes to the number of courses they think students in two-year occupational programs should be required to take, six or more is the number most often indicated. Then, in descending order, four courses, five, three, two, none, and one.

Like all humanities instructors, foreign language teachers experience the humanities, other than through their teaching, chiefly by attending art museums, exhibits, concerts, theatres, and films. They also indicate reading, listening to records and radio or watching TV, participating in theatre groups, fine arts or opera, engaging in community service and church work, attending classes, lectures or seminars, everyday experiences, talking with peers and associates, and traveling.

The work situation in which faculty members find themselves is reflected in their response to a question about the changes in humanities instruction that had occurred at their colleges in the past seven years. Like all other groups, foreign language people tended to respond that humanities courses had been added or improved. Other changes, which were noted by only a few, are fairly consistent with the total pool of respondents—for example, 6 percent of the foreign language instructors and 6 percent of the total group noted that humanities had been integrated into interdisciplinary courses at their colleges. As for changes they would like to see effected, they rank, first, the addition and/or improvement of humanities courses, and next, the integration of humanities into interdisciplinary courses. They would also like to see more student interest in courses.

We developed a series of constructs especially for the Faculty Survey by dividing items into eight major subgroups. The scoring for each construct was done on the basis of high, medium, and low groupings according to one standard deviation from the group mean. The following data pertain to foreign language instructors:

Preference for Further Preparation. This construct is closely related to the experience category in that it is partially dependent upon both pre-training and in-service situations. Items regarding attitudes toward preparation and future plans are also included, as are

such questions as "Would you like to take steps toward professional development in the next five years?" and "What types of training would you seek before training if you were to begin all over again?" Fourteen percent of the foreign language instructors (12 percent total sample) are in the high Preference for Further Preparation group, 72 percent (75 percent total) in the medium group, and 13 percent (14 percent total), the low group. In other words, they are very much like the total group.

Curriculum and Instruction. This construct is concerned with activities and attitudes regarding both curriculum and instruction. Here we find items relating to the time spent in certain classroom activities and special awards received for outstanding teaching—for example, "Do you use a syllabus for teaching your courses?" and "Do you usually distribute sets of written measurable objectives to your students?" Here the distribution of foreign language people is not quite normal, with 11 percent of this subset (15 percent total) in the high Curriculum and Instruction group, 72 percent (69 percent total) in the medium group, and 17 percent of both the foreign language and total instructors falling into the low group.

Research Orientation. Items fitting into this group assess the degree to which the respondents are involved in or tend to prefer research and writing. Examples of questions included here are, "Have you authored or co-authored a published book?" and "Have you ever applied to an outside agency for a research grant to study a problem in your field?" As far as this construct goes, foreign language instructors are less likely to belong to the high group than any discipline excepting music. Whereas 15 percent of the total humanities population is in the high group, 9 percent of the foreign language people are so arrayed. The medium group has 69 percent foreign language and 67 percent total humanities instructors, while the low Research Orientation group claims 22 percent of the foreign language and 18 percent of the total sample.

Concern for Students. Attitudes toward students may be quite removed from attitudes regarding preparation or classroom experiences. With recent inquiries regarding research/teaching involvements, this construct may be especially useful for administrators and others who are in a position to hire faculty. Included are such items as "How would you rate the qualities that students should gain from a two-year college education?" and "On your most recent working day, how many hours did you spend in student interaction outside class?" Foreign language people appear to be somewhat less concerned with students than the total group—in fact, next to philosophy, they have more instructors in the low group than any other single discipline. Ten percent of both the foreign language people and the total sample fall into the highly concerned group, and 70 percent of the foreign lan-

guage (and 74 percent of the total) in the medium group, while 21 percent of the foreign language subset and 16 percent of the total are in the low group.

University as Reference Group. Consciously or unconsciously, the manner by which one conducts one's personal and professional life is partially dependent on the role models one purports to emulate. Personal orientation might vary considerably if the most viable reference group were one's university professors rather than high school teachers, for example. Included are such items as "How would you rate the following as sources of advice on teaching?" (department chairpersons, university professors, etc.) and "What has been your affiliation with professional organizations in the past three years?" Here we find a reverse situation from the previous one. Whereas more foreign language people tend to fall in the low Concern for Students area, fewer are in the low University as a Reference Group scale. Specifically, 18 percent of the foreign language people (17 percent total) are in the high group here, 71 percent (69 percent total) in the medium group, and 11 percent (14 percent total) in the low group. In other words, more foreign language people tend to see the university as their reference group.

Concern with Humanities. This construct, geared toward specific attitudes and feelings regarding the humanities, also includes a few items that assess direct experiences with these disciplines. Incorporated are such questions as "How do you experience the humanities other than through your teaching?" and "How many courses do you think students in two-year occupational programs should be required to take?" Here we find a marked tendency toward less involvement in the humanities, with 7 percent of the foreign language instructors (14 percent total) falling in the high group, 69 percent (68 percent total) in the medium group, and 24 percent (18 percent total) in the low group.

Satisfaction. This is a heavily weighted construct, not only because we believe it represents basic personality characteristics but also because it portends ways in which colleges might better function. While we recognize that it is difficult to attempt to isolate the basic orientations of satisfaction or dissatisfaction with life, we attempt to gain insight into such direct issues as relations with significant others, student behavior, and job security. Questions here ask for the degree of agreement, for example, with such statements as "Satisfactory opportunities for in-service training are not available at this college" and "If I had a chance to retrace my steps, I would not choose an academic life." On the whole, foreign language people appear to be more satisfied than their counterparts in other fields. Twenty-one percent of the foreign language instructors (17 percent total) are in the high satisfaction group, 60 percent (59 percent total) in the medium, and 20 percent

(24 percent total) in the low group.

Functional Potential. Functional potential is a hypothetical construct that is built upon psychodynamic principles of human functioning. Developed from constructs of development, maturity, and ego strength, this group is comprised of six fundamental traits: Relatedness/Aloofness, Identity/Amorphism, Flexibility/Rigidity, Independence/Dependence, Progression/Regression, and Delay of Satisfaction/Impulse Expression. We assess the amount of Functional Potential that the respondents possess by including such statements as, "Teaching effectiveness should be the primary basis for faculty promotion" and "I believe that if I work hard, things will work out for me." Here again we find a very slight tendency toward the lower group, with 9 percent of the foreign language people (10 percent total) in the high Functional Potential group, 77 percent (79 percent total) in the medium, and 14 percent (11 percent total) in the low group.

Summary

These, then, are the ways that 210 foreign language instructors compare with 1,493 humanities instructors along such variables as satisfaction, attitudes, and preparation preferences. Summarily, we found that foreign language instructors in two-year colleges show a high professional affiliation. Many are part-timers, with more women and more members of ethnic minorities in this subset than among the humanities faculty generally. The major conclusion, however, is that foreign language instructors are really much like their counterparts in other humanities fields in two-year colleges.

There is no great market for doctoral degree-holders in the two-year colleges, primarily because expansion of the full-time faculty will be extremely limited in coming years. Nevertheless, those who do obtain positions should do well. The contention that Ph.D.'s in the two-year colleges "downgrade morale" and "are frustrated by teaching heavy loads of undergraduate classes and not having the time or the library facilities to do the reading and writing that they spent years preparing themselves to do"³ seems not wholly accurate. The humanities instructors with the doctorate were little different from the nondoctoral-holders in our sample on the satisfaction index.

Curriculum

Although we have not yet completed our comprehensive study of curriculum and instruction, we have some preliminary reports. By using the catalogues and class schedules that we had obtained from the 156 colleges used in drawing the faculty sample, we were able to count the number of courses in the humanities offered

in these institutions. We now know how many courses are offered in each region and, as might be expected, we discerned some distinct regional variations.

TABLE 1
Rank Ordering of Percent Number of Humanities
Courses and Sections Offered in Two-year Colleges

RANK ORDER		SUBJECT AREA	Percent Number Courses	Percent Number Sections
Courses	Sections			
1	2	Foreign Languages	23.3	19.0
2	1	History	18.8	23.4
3	4	Literature	17.2	13.8
4	3	Political Sciences	9.9	13.8
5	5	Philosophy	6.2	6.1
6	7	Art History/Appreciation	4.6	4.2
7	9	Music History/Appreciation	3.4	3.1
8	8	Cultural Anthropology	3.1	3.2
9	10	ESL	3.0	2.6
10	6	Interdisc. Humanities	2.7	5.5
11	11	Comparative Religion	2.4	2.0
12	12	Jurisprudence	2.1	1.5
13	13	Theatre History/Apprec.	1.6	.9
14	14	Cultural Geography	.7	.5
15	15	Linguistics	.4	.2
16	17	Classical Languages	.3	.1
17	18	Aesthetics	.1	---
18	16	Literary Criticism	---	.3
TOTAL			100.0	100.0

We tallied both numbers of courses and sections of courses because we wanted to discern magnitude of the offerings. Table 1 shows a rank ordering of the percent of humanities courses and sections offered in all community and junior colleges. Foreign language is first in number of courses, but history is at the top in number of sections offered. Among the foreign languages, the ordering follows that determined in earlier studies, with Spanish first, French second, and German third. Italian, Russian, Hebrew, Japanese, and Chinese appeared only a sufficient number of times to account for as much as two-tenths of one percent of the humanities courses offered. We found that some of the colleges offer other languages: courses appeared in Armenian, Cantonese, Mandarin, Japanese, Filipino, Ilokano, Finnish, Swedish, Norwegian, Swahili, Papago, Navajo, Arabic, Turkish, and Portuguese (we put Latin and Greek together in a separate category of "classical languages," and we also segmented out English as a Second Language).

We know that classical languages have never comprised a major part of the language offerings in the two-year colleges. They seem now to have reached a stable state, but at a minuscule level. Kant's 1968 study found Latin offered in 50 colleges and Greek in 40 of the 950 two-year colleges surveyed.⁴ We found an even smaller percentage: only 5 of the 156 colleges in our sample offered Latin, and 2 offered Greek. In brief, classical languages have all but disappeared from the two-year college curriculum.

The more general courses which include some content in the classics fare better. In about one-third of

the colleges, the history of Western civilization course includes some Greek and Roman history. But the world literature courses have been severely diminished in recent years; our survey found only four such courses that had some classical content. And classical art was represented in the history of art courses offered in eight colleges. Further, ten courses in the history of philosophy were offered in the 156 institutions. But except for history of Western civilization, the two-year colleges offer few opportunities to study the classics.

English as a Second Language is more widely found. This is to be expected because of the community colleges' emphasis on courses of immediate practical utility. There is a clear shift from ESL in adult education programs offered by elementary and secondary school districts to these same courses presented in the evening division of the two-year colleges. And in the two-year colleges ESL courses tend to be offered by foreign language departments rather than by a specialized ESL department within the department of English.

Because we were interested in the variation in humanities course offerings by geographical region of the country, we plotted the colleges by six regions and then weighted the regions by number and size of colleges in each (Figure 1). Accordingly we have a measure of relative emphasis. As might be expected, we found considerable regional variation—curriculum varies greatly from college to college across the country. Some of these findings are worthy of note. While the Northeast shows the greatest variety of humanities courses listed in catalogues, the South has the greatest percentage of course sections offered. The humanities emphasis seems lowest in the West.

FIGURE 1
Percentage of Humanities Courses and
Sections Offered in Two-year Colleges by Geographical Region

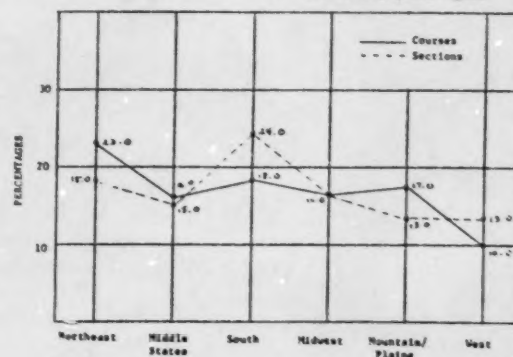


FIGURE 2

Percentage of Foreign Language Courses and Sections Offered in Two-year Colleges by Geographical Region

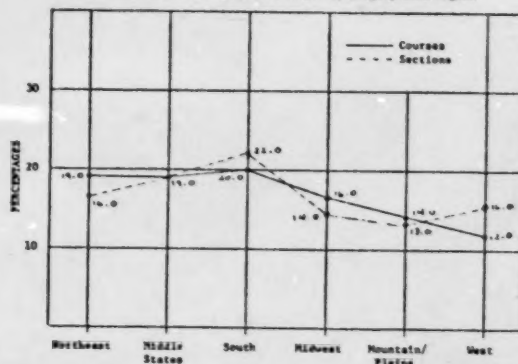
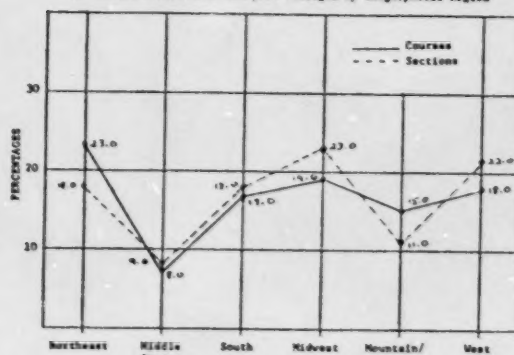


FIGURE 3

Percentage of English as a Second Language Courses and Sections Offered in Two-year Colleges by Geographical Region



The regional variation in language offerings is much less pronounced than it is in other of the humanities disciplines (Figures 2 and 3). Spanish courses and sections are found more widely in the Northeast and South than in the rest of the nation. The Midwest offers the highest percentage of courses in German, while the eastern half of the nation (Northeast, Middle States, and South) accounts for 67 percent of all courses in French. The West and the Midwest together offer almost half of all the courses and sections in Russian taught in two-year colleges in the country. The Middle States alone offer 44 percent of all courses in Italian and about 40 percent of all sections.

Next steps for our project are to disseminate information from the Faculty Survey more widely and to collect more detailed information about curriculum and instruction. We want to know why interdisciplinary courses have been developed in some areas, not others; how enrollment patterns have shifted; the extent of humanities offerings through other than course formats; the variation in instruction; the lines of influence determining the ebb and flow of the humanities in American community and junior colleges.

NOTES

¹"The Humanities in Two-Year Colleges: A Review of the Students"; "The Humanities in Two-Year Colleges: Reviewing Curriculum and Instruction"; "The Humanities in Two-Year Colleges: The Faculty in Review"; Center for the Study of Community Colleges and ERIC Clearinghouse for Junior Colleges, Spring 1975, Summer 1975, Fall 1975.

²Available from the Center for the Study of Community Colleges, 1047 Gayley Ave., Los Angeles, Calif., 90024.

³Allen, Louise H. "Yet Another Modest Proposal on the Ph.D./D.A. Question." *ADFL Bulletin*, 7, 1 (September 1975), pp. 25-27.

⁴Kant, J.G. "Foreign Language Registrations in Institutions of Higher Education, Fall 1968." *Foreign Language Annals*, December 1969, 3 (2), 247-304.

INTERCULTURAL COMMUNICATIONS: A BOOST TO FOREIGN LANGUAGE EDUCATION IN THE COMMUNITY COLLEGE*

Richard Kalfus

THE critical years of the seventies for foreign language education have been especially frustrating ones for language departments in two-year community and junior colleges. A recent study revealed that the greatest overall drop in foreign language enrollment was taking place in two-year institutions.¹ The position of languages in the community college has always been a tenuous one, even in the "good years" of the sixties. Many community college administrators have viewed the present trend away from foreign language requirements in four-year colleges and universities as a mandate for change in their own schools (i.e., drastically limiting or phasing out existing programs).

The language department at Meramec College, one of three campuses of the St. Louis Community College District, has also experienced the negative effects of this attitude toward foreign language study. As a five-person department (3 teachers in Spanish, 1 in French, and 1 in German) we could, between 1968 and 1971, boast a modest but steady increase in enrollment; we were then able to offer 4 semesters of German, 6 of Spanish and French (including Advanced Conversation/Composition and Survey of Literature). But with the elimination of language requirements at transfer institutions, enrollment in all language courses dropped significantly, especially in classes above the Intermediate I level. Within two years advanced courses could no longer be offered. Our situation was particularly disturbing because the total college enrollment had risen to 9,000, with certain career programs (e.g., Nursing, Secretarial Studies, Horticulture) growing so rapidly that quotas and waiting lists for admission had to be introduced.

It soon became apparent to all concerned that we were fighting for survival. As a result of four months of "brainstorming," the language department developed an Intercultural Communications Project which was generously supported by a federal grant. Meramec College became one of eleven schools (and the only community college initially funded for the 1974-76 period) to receive a \$55,000, two-year grant from HEW's Foreign Language and Area Studies office to develop and implement a program infusing international perspectives into general education at the undergraduate level.² The key emphasis was on the humanistic value of foreign language learning in its broadest sense, designed to develop in an individual an awareness of the impact of culture on attitude formation and behavioral patterns.

Our Intercultural Communications Program consisted of establishing new courses, generally interdisciplin-

ary in nature, and of organizing a weekly, cross-culturally oriented lecture-demonstration series. During the past two years, the following courses were introduced: Films and People: Enjoying Foreign Films; Cultures Through Literature: French, Spanish and Latin American Civilization (three separate courses); Techniques of Translation; and Cultural Patterns in Spanish Art. Of the new courses, the first three generated the most interest and have since become permanent departmental offerings. The interdisciplinary approach, with foreign language, English, and media instructors participating, was most appealing to students. Each course stressed the cultural elements in modern French, Spanish, Latin American, and German society, focusing attention on cross-culturally relevant sociological, psychological, and political themes (e.g., the individual vs. society, the role of women, war and violence). The department was aware that this direction was not in itself unusually innovative; it was, however, totally different from existing language teaching patterns in our community college district.

On the two occasions when the film and literature courses were scheduled, they filled during early registration—something which had never happened before with language classes. More students, for example, registered in the spring 1976 semester for the Culture through Literature class than for any other elective literature course in the college. A detailed questionnaire distributed to all students enrolled in these new courses indicated that the majority would never have considered registering for a traditional language class, but that they were very pleased with the alternatives. A small group of students (less than ten percent), were "turned on" to language study and decided to sign up for a traditional foreign language course *after* having completed a culture-oriented one. Twenty percent were enrolled during the same semester in more than one departmental course—a language class and a culture class.

The most gratifying and surprisingly successful aspect of our program has been the department-

sponsored lecture-demonstration series. Professors from the St. Louis area colleges and universities, civic leaders, and representatives from various foreign cultural societies and commissions were invited to help plan and participate in many programs. Meramec faculty from a wide range of disciplines conducted lectures and took part in panel discussions and workshops. For the first time, funds were available to bring many "cultural experts" from outside the immediate metropolitan area to the Meramec campus. The foreign language department became a kind of clearinghouse for innovation, organizing a wide variety of programs with the unifying theme of intercultural communication. Following is just a sample of the approximately 50 activities planned by the department since the fall of 1974. *Lectures:* Chicanos—Farm Labor Organizing; Mangiquenga—Jungle Dwellers of Peru; Indian Identification—Special Civil Rights in Search of the American Indian; Linguistic Differences Between Great Britain and America; Contrastive Analysis of the Educational Systems of Germany and the U.S. *Workshops and panel discussions:* Male-Female Relationships in Latin America; Inservice One-Day Workshop on Cross-Cultural Communication for the Classroom. *Performances:* The Art of Mime: Making the Invisible Visible; Ron Hudson, classical guitarist; Ballet Esplendor, Mexican folk dancers.

Good timing, coordination, and publicity were important factors in the program's success. A monthly calendar of events was prepared and mailed to all high schools, colleges, universities, and civic organizations of greater St. Louis, and many people who normally had little contact with the college (housewives, senior citizens, high school students) attended the series. Some programs were especially designed for different interest groups: high school foreign language classes, for example, were specifically invited on numerous occasions in order to establish a new form of articulation between the high school and community college (and naturally to publicize Meramec's foreign language program!); a series of events to celebrate Mexican-American week was planned by our department in cooperation with the Mexican-American Cultural Committee of St. Louis. There were also surprise participants, as in the case of a graduate history professor who brought several of his M.A. students to attend one of our panel discussions on Latin America.

Whenever possible, programs were scheduled around a core of courses in which certain culturally relevant topics were discussed. Thus, a lecture on Hawaii, The Move from Majority to Minority, was organized to tie in with a study of racial prejudice conducted in both a sociology and a Latin American civilization class. It was not the core audience that made the series so successful, however, but the general faculty, students, and members of the community who came because they found the presentations refreshingly different and

stimulating. We observed with pride that often close to half our audience was composed of students just "dropping in"—no small accomplishment in a community college where the majority of students stay on campus only long enough to attend class before rushing off to work. So much has been said about the intellectual indifference of the community college student (the community college teacher is not an exception to this sentiment) that the department was pleased to disprove this through the overwhelmingly positive student response to the lecture-demonstration series.

In June, federal support for our project will terminate, but it has left us a changed department. While total enrollment has not dramatically increased, we have managed to stabilize at a time when so many other two-year colleges are discontinuing language programs. The interdisciplinary culture approach to teaching and the lecture-demonstration series have completely altered our image on campus. We are no longer ignored by our colleagues or "written off" by administrators as "that department with the lowest student-faculty ratio." We have become "fashionable" and are often sought out by faculty from other departments who want to work with us in developing intercultural communications activities. Our college administration enjoys the exposure we have been getting in the community, since such contacts are in keeping with the major objectives of a community college. The dean of instruction has consented to grant the foreign language department released time next year to continue, on a modified scale, our lecture-demonstration series.

We will also look further for viable course alternatives which would appeal to a still broader segment of the community college student body—perhaps foreign language proficiency courses for business majors and mini language-culture classes for senior citizens. We are confident that things will continue to improve, since in the past two years we have demonstrated to the college community, and most important, to ourselves, that we have a great deal to offer.

NOTES

¹Don W. Arnold, Robert L. Morgenroth, and William M. Morgenroth, "A Survey of Foreign Language Use in Business and of Trends in Foreign Language Education in Illinois," *ADFL Bulletin* 7, 2 (November 1975), p. 30.

²Since 1972, 77 institutions of higher learning have received federal funds under the NDEA Title VI program; ten of them have been community colleges.

Appendix D

Working Papers for Invitational Conference

2-3 December 1976, New York, New York

1. The Faculty and the Humanities: Two Endangered Species
Arthur M. Cohen
2. Foreign Languages in Two-Year Colleges: Curriculum and
Instruction
Arthur M. Cohen
3. International Programs at Community Colleges
4. Selected Bibliography for MLA Conference, 2-3 December 1976

The Faculty and the Humanities: Two Endangered Species

Arthur M. Cohen, U.C.L.A.

The National Endowment for the Humanities is the only federal agency dedicated exclusively to promoting and supporting the humanities in American life. It does a superb job and, considering its limited budget, has influence far beyond its means. It is not my place to recount the Endowment's achievements; suffice to say that millions of people have been touched directly by its public programs, thousands by its research grants, fellowships, and education divisions, and other millions indirectly through the efforts of those who have been educated and encouraged to act under its auspices.

We are here because of the Endowment's interest in the humanities in higher education. Many of you have been direct recipients of its awards and others have been affected by its work in your own and neighboring institutions. I represent the Center for the Study of Community Colleges, a research organization dedicated to doing just what its name implies. We assess community college programs, analyzing their directions and making recommendations for further involvements. We study the literature in the field, conduct surveys, and assist policy makers in planning the future of these institutions.

Two-year colleges currently enroll more than thirty percent of all students in post-secondary education in America, a figure that has increased markedly in recent years as the growth rate of these institutions has progressed at a pace greater than that of the senior colleges and universities. Nevertheless, except in a few small independently controlled institutions, the humanities

are not widely emphasized in two-year colleges. Curriculum trends in recent years seem to have gone in other directions. Those of us on the side of the humanities deplore this and each has his own explanation for it. Whatever the reason, trustees, administrators, faculty members, and state-level planners see a plethora of roles for the colleges. The perception and diffusion of the humanities typically occupies a priority status far below that of career education, remedial studies, adult basic education, and programs of immediate utility. These perceptions influence legislation, policy decisions, college planning and budgeting and, not least, the patterns of curriculum and staffing.

The National Endowment for the Humanities is concerned with strengthening the humanities in two-year colleges. It needs information about the status of these programs: who teaches them, who studies in them, what the trends really are. In order to develop this information, the Endowment called on the Center for the Study of Community Colleges to engage in a multi-phased research project. The first phase, begun in 1974, yielded reviews of the literature pertinent to humanities faculty, curriculum and instruction, and students. The second phase included a nationwide survey of full- and part-time faculty members in which a precise sample of instructors in 156 colleges was drawn and an eleven-page questionnaire distributed and retrieved from 84% of those surveyed. This procedure yielded authentic data pertaining to people teaching history, literature, foreign languages, and sixteen other disciplines under the humanities rubric. The next phase will be a study of curriculum and

instruction, while a later phase will deal with students' attitudes toward the humanities.

My report today is based on what we have learned about the faculty teaching the humanities in community colleges. The reviews of the literature that we developed in the first phase of the study are available to you on request from the Center. Here I will report on the new data that we generated in our national survey and discuss what I believe to be the implications of these data for the humanities, the faculty, and the community colleges themselves.

The faculty survey was designed to yield a great deal of information about the people teaching the humanities (which we defined as courses in any of 19 disciplines). We wanted to know how they relate to other instructors in their field, to their students, and to their professional organizations. We wanted to know their own degrees of satisfaction and desires for professional development. We wanted to know what they thought about the humanities, who their reference groups are, how they spend their time. In short, we wanted to develop a comprehensive picture of the faculty.

We found that about one-fourth of the faculty had themselves been students in community or junior colleges but only 15% had received the associate degree. Almost all faculty hold the bachelor's and 90% a master's. Our findings on doctoral degree holders are of particular interest. Traditionally two-year college faculty members have acquired a doctorate after some years on the job--that is, they do not enter the institution holding that degree but earn it at a later time. This was confirmed in our study because over one-third of the people with doctorates are age 51 or older whereas fewer than one-fourth of the total sample are in this older age group. In addition, 19% of the people teaching humanities hold their highest degree in Education, thus suggesting that the person with a

master's in a teaching discipline picks up a doctorate in Education while he is employed as an instructor.

A much higher percentage of instructors have the doctorate today than even five years ago. We found 14% of the faculty with the Ph.D., Ed.D., or other doctoral degree as compared to 8 to 10% in studies done in the late 1960's. The apparent reason is that the growth in faculty has slowed down considerably. Heretofore, faculty members who attained doctorates while they were on the job were balanced by the influx of new people without higher degrees, thus maintaining a constant ratio. Now that the percentage of new full-timers employed annually has dropped off considerably, the tendency of working faculty to obtain the advanced degree has moved the percentage of doctorate holders higher.

Further, 24% of our sample say they are working on a doctorate now. If only one-fourth of these instructors get the degree by 1980, the ratio of doctorates will increase to 20% of the full-time faculty. Add to that the likelihood that a greater number of new full-time staff members will have doctorates and a 22% total figure by 1980 is not unrealistic. In short, we are forecasting a rapid upturn in the percentage of full-time academic faculty members with doctoral degrees.

Affirmative action seems to be taking hold only slowly. We found a ratio of two to one males over females, rather a constant with the ratio reported in earlier studies. There are very few ethnic minorities teaching humanities; 2.6% Blacks, 1.9% Chicanos, less than 1% Asian-Americans. In new colleges--opened in the past five years--a higher percentage of the faculty is female and/or younger than in older institutions but ethnic minorities are not represented there to any greater degree.

Taken as a whole, the faculty are strongly against preferential hiring for

women and/or minority group members at their own college (61% against 24% for). Support for strict enforcement of affirmative action policies tends to come from the part-timers with no outside employment, from the women and ethnic minorities, and especially from the younger instructors. The opponents are older white males, either full-time instructors or part-timers with regular employment elsewhere. Because the older white males are highly represented among administrators and division and department chairpersons--the power structure in the colleges--we do not expect affirmative action to have much effect on the sex and ethnic composition of the colleges any time soon. And, incidentally, my saying this to a group of administrators earlier this year brought shrieks of denial. Each president adamantly pointed out how he was rigorously pursuing the problem of ethnic and sex discrimination in employment at his own institution. Single colleges may be exceptional, but I must stand by our data; nationwide there are not representative numbers of women and minority group members among the teaching faculty, even among the part-timers who are employed on an hourly basis.

We particularly wanted to get information about the differences between full-time and part-time humanities faculty members in the colleges surveyed. We found part-timers to be highly represented in religious studies, foreign languages, and art. This is probably because local ministers frequently teach religious studies; teachers from the local high schools often teach English as a Second Language; and artists who work at other pursuits may teach art history. One third of the part-timers have no employment other than their work at the college. The older ones are probably retired people teaching one or two courses. Many of the younger ones are trying to get into full-time teaching at the same time that they complete their graduate studies at a nearby university. Nearly half the

part-timers are age 35 or younger.

Part-timers tend to be less experienced than full-timers. They read fewer scholarly or professional journals, are less likely to be members of professional associations, are less concerned with research, curriculum and instruction, and with the humanities, and are more likely to hold the university as a reference group. However, they are much like the full-timers in terms of their concern for students, levels of satisfaction, and the types of training they prefer. Colleges in the South tend to be heavily weighted toward full-time faculty members. The large Western institutions are heaviest in part-timers.

We were interested in determining who the two-year college faculty see as their role models because one's dominant reference group affects heris professional orientation. We asked the respondents to rate eight designated reference groups as sources of advice on teaching and also asked questions regarding the types of positions that would appear attractive to them in five years. We found that instructors who look to the university as their reference group are chiefly those who have not been teaching very long in the two-year college. They think that people with doctoral degrees are more capable or knowledgeable, and they have a stronger orientation toward their academic discipline.

The instructors' attitudes toward high schools are of note here; as a group the faculty have broken almost completely with the lower schools. Although half the faculty in our sample have had secondary school experience, people in this group tend to be older and are not being replaced as rapidly as they once were. More to the point, few of the faculty want anything to do with the secondary schools, seeing teachers there as poor sources of advice on teaching, not attempting

to articulate curriculum with them.

When asked how they would spend their working days if they had free choice in the matter, over 50% of the respondents indicated they would give more time to their graduate education, and to research or professional writing. Student interaction outside class, personal affairs, and planning instruction were favored by nearly half. Over one-third reported they would spend less time than they now do in administrative affairs.

Almost all (86%) said that within the next five years they would like to take steps toward professional development. In order of popularity, these steps were to get a Ph.D. or Ed.D., enroll in courses in a university, enroll in in-service courses at their college, get a master's degree, and get a Doctor of Arts degree. If they had a free summer, traveling and taking classes/reading/studying seemed most appealing.

The number of hours faculty spend in the classroom seems to be dropping. National Education Association studies done in 1974 and 1971 showed a mean centering on 17 hours. As of Spring 1975 the humanities faculty at least, seem to be spending somewhat less time than that in classroom instruction. Almost one-third of the respondents reported 13 to 15 hours of classroom teaching, while 17% indicated 10 to 12 hours, and 13%, 15 to 18 hours.

Several other questions about faculty work patterns are of note: 76% indicated that in the past three years they had attended an off-campus conference or symposium related to teaching; 73% used a syllabus for teaching their courses; and 93% said they had revised their syllabus and/or teaching objectives in the past three years. On the other hand, only a few had done a student teaching assignment in a two-year college or authored or co-authored a published

book. Eight percent had received a stipend or grant from a private foundation (e.g., Ford or Danforth), although over 16% had received such assistance from their college and 16% from a state or federal agency, such as the National Endowment for the Humanities.

Are the faculty satisfied? We asked questions such as whether if they had a chance to retrace their steps, they would choose an academic life and we asked about conditions at their own institutions--autonomy, job security, freedom to choose materials, etc. We found that satisfaction is not related to the number of hours taught weekly. Nor is it related to full-time or part-time status. In fact, it seems generally unrelated to institutional conditions, more a personality trait that transcends the working environment. Perhaps this is not a surprise--happy people are happy people--but it does weaken the argument that faculty members would be more satisfied if they taught fewer hours or had better working conditions. Members of the satisfied group tend to be older, a finding that is confirmed by studies of satisfaction in other fields. The less satisfied are young people, working on doctorates, who would prefer teaching at a four-year institution.

Data are one thing, interpretations another. Much of our new information leads us to believe that faculty members in community colleges are becoming exceedingly insular. They see their own colleagues and students as the best sources of advice on teaching. They are interested in curriculum and instruction, in working on their courses, and on their teaching almost to the exclusion of other professional pursuits. When given a choice among eight possible career lines, they chose, "Doing what I'm doing now" as most attractive. They are relatively well-satisfied teachers with a frame of reference almost exclusively focused on their own work.

Perhaps this is laudable but it can be interpreted another way. Disciplinary affiliation is weak among two-year college faculty. Many instructors teach in two or more fields, understandable because few colleges have enrollments large enough to support a full-time instructor in cultural anthropology, art history, music appreciation, or cultural geography; hence the teacher's schedule is filled out with other courses. And the lack of orientation toward research--reinforced by the lack of reward for doing it and the teaching load--weaken disciplinary ties. The faculty's localism, lack of affiliation with national professional groups, and failure to read or write in the professional literature, make it difficult for them to maintain currency in their field. What will happen to the humanities as these tendencies become more marked?

You may be interested in the reactions of others to whom these findings have been presented. We invited college administrators and division chairpersons, state-agency officials and professional association representatives to seminars in the West, Midwest, and East earlier this year to discuss implications of the data. I have already mentioned the presidents' defensiveness when they heard the figures on women and minority group representation. The groups had some positive recommendations as well:

Because interdisciplinary courses were mentioned repeatedly by the faculty as useful for breaking the pattern of traditional teaching in the humanities, the seminar participants felt that faculty members who are involved in first-level screening of job applicants should be encouraged to recommend candidates oriented toward interdisciplinary teaching, lest the president never see the names of those who might be more suitable than traditional instructors. For the same reason they felt the credentialing structure should be reviewed--does it penalize instructors with an interdisciplinary bent?

The relationship between the university as a participant in pre-service or in-service training of two-year college faculty members came under attack. Many of the participants felt that the universities were not serving the community colleges well unless they offered courses in late afternoons and on weekends so that full-time instructors could attend. The seminar participants readily agreed that employment of new staff would be severely restricted in coming years and that any involvement by the university would have to center on in-service education. Further, the groups were emphatic in their views that university offerings should not be along traditional academic disciplinary lines.

Participants suggested that two-year colleges not reward graduate units taken indiscriminately, but that faculty in-service development be furthered as a campus-based set of programs managed by a resident coordinator. And they felt that training of part-timers was desperately in need of strengthening.

The matter of general policy came in for a good deal of discussion in the seminars. The groups felt that information about the humanities on local, state, and national levels should be disseminated through conventions, professional association meetings, and numerous other channels. By way of continuing a dialogue on the humanities, the Western seminar recommended that the Chancellor's Office and the California Board of Governors consider developing an advisory committee or a task force as a communications link on humanities between the state and the local level. Other recommendations were for further

communication of the humanities through the California Community and Junior College Association (CCJCA) Committee on Instruction, through the annual CCJCA convention, and through drive-in conferences sponsored by that organization. A conference for faculty members and division and department chairpersons in the humanities was proposed.

Although many participants claimed that humanities education at their college was declining, some felt that it was very much a part of the total curriculum. In the Eastern meeting, some administrators noted that at least one humanities course is required for any degree, including occupational and vocational programs, while others reported that a core of humanities courses is required. Moreover, several participants stated that there has been an increase in integrated humanities courses which incorporate interdisciplinary studies and employ team teaching. Nevertheless, there was a consensus among all the groups that the colleges, on the whole, tend not to be committed to education in the humanities. Many of the participants pointed out that humanities courses frequently are offered only to fulfill university-mandated transfer requirements or degree requirements imposed by accrediting agencies.

There was general agreement that few students beginning college are concentrating on taking humanities courses. Instead, for fear of not finding employment, they are attracted to the career-oriented curriculums. Many participants felt, however, that humanities education could be integrated into the technical courses. The goal of humanities education, as one expressed it, is "to train people, not technicians." Suggestions for "Applied Humanities" courses were made and recommendations were offered for establishing non-course related humanities activities. Basically, the groups agreed that humanities education need not be confined within traditional definitions nor implemented

solely through traditional curriculum and instruction channels.

My own interpretations run similar to those mentioned but go somewhat further. I am fascinated with the faculty attitudes themselves. The full-time instructors are concerned with their students, with their teaching, and with the humanities, and many undoubtedly try to foster humanities programs on their campuses. But the faculty seem unaware of several overarching problems that affect the humanities--employment patterns, for example. There are now more part-time faculty in the two-year colleges of America than full-timers. Although 20 percent of the full-time faculty teach humanities, a constant figure over the years, only 10.7 percent of the part-timers do. The expansion in new college programs, hence in faculty employment, is in other areas--business and management, public affairs and services, home economics, apprenticeships, computer and information science. And these trends are accelerating.

As the full-time faculty shrinks, who will speak for the humanities? The part-timers have no power; they are glad to have work. Few administrators are willing to become advocates for the humanities, pursuing instead those programs that generate the greatest FTE, hence the greatest flow of dollars into the colleges. And the regular faculty themselves exhibit more concern for their own welfare than for that to which they are ostensibly dedicated. Their professional associations argue for higher wages and shorter hours. When their disciplinary associations address the humanities, they consider arcane teaching techniques and disciplinary esoterica. When anyone brings enrollment trends to their attention, they respond by deploring the universities' reduction in course requirements and the community colleges' pandering to student desires for courses of immediate and apparent utility.

It is time for a shift in faculty thinking, a raising of sights, a vision of something more than one's own students and classroom. Consider examples from

other fields. In 1960 the vocational educators faced a problem of diminution of emphasis at a time when the traditional academic disciplines were being fostered vigorously. That did not stop them from pursuing their objectives and now that they have in effect captured the United States Office of Education along with most state education agencies, they still have not stopped that pursuit. They are organized at regional, state, and national levels into committees, lobby groups, and task forces. Their uniform rallying cry is, "People need to work." They ignore the critics who say that for most jobs, people can learn best in apprenticeships. They ignore the obvious fact that the state of the economy, not the condition of the schools, dictates the job market. Did two million people forget how to work between 1972 and 1974? That many became unemployed. Did 500,000 re-learn how to work in the fall and winter of 1975? That many regained jobs. Similarly, the question of whether we have the right to impose our values on our students, perennially pondered by humanists, seems not to concern the advocates of occupational education who try incessantly to instill the teaching of the work ethic in the public schools.

Similarly, the slogan, "People need health" is vigorously promulgated by those who are concerned with medical practice. They ignore the data showing that seat belts and a 55 mile-an-hour speed limit have more effect on longevity trends than all their pills, and only point to success in peculiar surgical techniques. Their critics question the development of drugs and forms of medication that create more problems than they solve. But that does not stop the advocates of a medical establishment that demands an ever higher proportion of funds to conduct its research and educational programs. And "Allied Health" takes over increasingly large portions of the two-year college curriculum.

The humanities are in trouble. And the biggest problem they face is that educators do not realize their dire state. Except for the Endowment the

humanities have no national lobby groups. They have pathetically few state agencies to speak for them to boards of governors and legislatures. They have few effective local lobbyists who insist on their being included in curriculums. Those who favor the humanities should not be ashamed of adopting the slogan, "People need to live as humans." They should not be ashamed of imposing the value of an appreciation for the highest forms of man's expression of self through his art, literature, and music. The problem with the humanities is that few people realize how precarious they are now in the face of the strides taken by the occupational and medical educators. Unless the humanities advance they will certainly go backward in relation to those two areas.

The humanities have been in retreat--dropped completely in some colleges. Tim Gunn, of the Endowment's Education Division, expressed his astonishment at learning that the community colleges of Wisconsin are devoid of humanities courses. South Carolina, too, has organized an entire community college system oriented toward career education. During the conduct of the faculty survey, many colleges elsewhere that were invited to participate responded with the comment that since nothing was happening in the humanities at their own institutions, they did not care to take part. This diminution of the humanities may be apparent but only a study of trends in curriculum and instruction, the next project for the Center, will reveal its magnitude. Undoubtedly the colleges' pursuit of manpower training in the second half of the twentieth century has been pronounced. And although for most colleges an emphasis on manpower training may be a delusion as great as that which saw them clinging to the Classics in the middle of the nineteenth century, college leaders tend not to take the long view. They remain

unaware of the potential consequences of their efforts.

What can the individual instructor do? At least he can try to stay current in his discipline--our finding that 23 percent of the full-time humanities instructors read no scholarly or professional journals is deplorable. At least he can support his professional and disciplinary associations--fewer than half the full-timers have attended an association meeting in the past three years; 90 percent of them have never presented a paper; 17 percent are not even nominal members. He can demand that his associations consider arcana less, issues of public policy more. In brief, he can break out of his insularity, his reclusivity, his concern only for a diminishing group of students taking an ever smaller number of humanities courses.

The instructor can do more. He can serve on program articulation committees and beseech his own college and the universities in his area to reinstitute language, history, or other humanities course requirements so that students who intend transferring are obliged to attend. This practice is laudable even as it is shortsighted. The direction of community college expansion is not toward augmenting enrollment of baccalaureate-bound students; it is toward the short course of immediate interest or utility for other types of clients. Further, the transfer student may and frequently does circumvent the requirements by leaving short of the Associate degree. And the universities are glad to take him anyway.

The instructor who believes in both the humanities and the value of his teaching must do much more. He must modify the conditions of his work, expand his role. Those instructors who have gone into public programming, building objectives and criterion tests around Classic Theatre and Ascent of Man, e.g. are exemplars of one type of role shift. Another is the instructor who builds media,

reproducible learning packages that can be used by students without his intervention, thus magnifying his influence. A third is the instructor who takes responsibility for the part-time faculty in his subject area, training them in writing objectives, sharing teaching strategies, and molding them into a support group. And a fourth is the instructor who continually and vigorously promotes concerts, recitals, exhibits and other non-course related humanities programs at his college, who employs more imaginative ways of making the idea of the humanities a topic of public discussion. Some community colleges have periodic health fairs where members of the public are invited in to have their blood pressure checked and X-rays taken. Every one of those should be countered with a humanities festival.

There is yet another possible role, one that combines the humanities with the two-year colleges' move into community-based education, hence would receive extensive support from the administrators in most districts. Let us call this instructor a community scholar. Let us see him as academic advisor to the community, working with a lay advisory committee. The committee might include local talent in the arts, university professors, businessmen, laymen of any stripe. This community scholar would see himself as a full-time professional person. He would have classes, comprised of the usual "credit" students but he would also work in the social processes of the city, getting advice on needed courses, curriculums, and social and cultural events, taking back to the campus ideas for programs to be offered there and elsewhere.

This latter model would accommodate many needs not now being satisfied. Primarily the community college needs a community connection. It needs lay advisors in the humanities, just as it has in the many occupational and para-professional fields. This connection would also allow the instructor, hence the entire campus community, to make input on community decisions where a humanist

would have much to offer. Rare is the city council that calls on the local community college faculty member for advice when a decision is to be reached on the location of a park or on the preservation of an historical building. Yet if a member of that council were a member of an advisory committee to the college's programs, the needed contact would have been made in advance.

The humanities are plagued by genuine but nonetheless deluded apologists who spend too much time quibbling over definitions--"Is political science properly part of the humanities?" "Does the study of music do as much for the student's life as the study of history?"--and not enough time pressing for broad-scale support. Despite their good intentions, they fail to address the main issues. Support for community college humanities programs will come from the community and from state and federal legislators and agency heads. And funding runs not necessarily to programs where student learning in any form is maximized; its routings are determined by political processes. Accordingly, it is important to address the humanities in a political context intramurally and, further, to build an extramural constituency that is supportive of the efforts of the National Endowment for the Humanities. Through its state-based programs the Endowment is trying to encourage humanists to go public, to take positions on issues affecting the quality of life in their area. These efforts need to be furthered by individual instructors who have put their own work orientation on the line.

And yet, humanists must not repeat the errors made in the 1930's and 1940's by the social scientists who insisted that studying the social sciences would lead people to good citizenship. They should not argue that the study of the humanities will necessarily lead people to hold more humane values. Rather, the humanities help people gain a better understanding of man's expressions of

himself, a virtue in its own right. In pursuing the humanities, you in the colleges should not hold them private, withdrawn from the marketplace. A positive approach must be taken, pointing out that the humanities are not archaic, not the property of fusty academics. The humanities can be used in the continuing debate over the quality of life in America. The public needs people trained in humanistic disciplines to provide information on and raise questions about the kind of genetic modifications we should have, the quality of air and water, the patterns of energy use, the kind of life that should be led. The humanities are not a frill; they are essential. And they need your help.

FOREIGN LANGUAGES IN TWO-YEAR COLLEGES: CURRICULUM AND INSTRUCTION*

NATIONWIDE studies of foreign language instruction by Kant (1969) and Brod (1971) report that as community colleges grew in size and number they became increasingly significant as centers of foreign language instruction.¹ In 1960, 455 two-year colleges reported foreign language registrations; by 1968 this number had grown to 754, or 79% of the 950 community colleges responding to Kant's questionnaire; and by 1970, the number had increased to 861, or 79% of all 1,091 community colleges then in operation. Between 1960 and 1968, community college foreign language registrations increased nearly two-and-one-half times and their share of the total college registrations in languages increased from 1 in 12 to nearly 1 in 8; by 1970 this figure was 1 in 7.

Although French is the most frequently taught language in higher education in general (Kant, 1969), Spanish is the most popular language taught in the community college. In 1964, 9% more community colleges offered French than Spanish (Rassogianis, 1965), but by 1968 Spanish student enrollments accounted for 45% of the registrations in the five leading languages (Spanish, French, German, Italian, Russian), and French students accounted for only 33% (Kant, 1969). And in 1970, Spanish students accounted for 50.4% of the registrations in the top five languages and French students for only 30% (Brod, 1971).

German holds a steady but distant third place in higher education in general and in the community college in particular. Rassogianis' study found that 76% of the 84 community colleges he sampled offered at least one course in German. This was 20% fewer than the percentage that offered French and 9% fewer than the percentage that offered Spanish. German seems slowly to be losing favor, however; student registrations in German accounted for 16.1% of the total registrations in the top five languages in 1968 and for only 15.4% in 1970 (Kant, 1969; Brod, 1971).

All other modern languages are also rans. Although Russian is often found to be the fourth most commonly offered modern foreign language (Rassogianis, 1965; Hill, 1967; Kelley and Wilbur, 1970), Kant's study found that, nationwide, more community colleges offered Italian than Russian, and Celeste (1972) found more Italian than Russian offerings in Illinois. Courses in Japanese, Portuguese, Chinese, Arabic, Ukrainian, Norwegian, Viet-

namese, Polish, Gaelic, Swedish, Hindu, and Finnish, among others, are also occasionally offered in community colleges.

Classical languages never comprised a major part of the two-year curriculum and recent evidence indicates they may be fading out entirely. A survey conducted by the Committee on the State of the Classics of the American Philological Association discovered the "... almost complete disappearance of Latin from two-year colleges. A very few junior colleges canvassed retain Latin 1 and 2, in very rare cases 3 and 4" (Babcock et al., 1972, p. 256).

Rassogianis' 1965 survey of 84 public college catalogues found that only 6% offered even one course in Latin and that only one junior college sampled offered a course in Latin literature; interestingly, this particular junior college offered six such courses. Brod (1971), Connor (1970), and Kant (1969), in separate nationwide studies, noted very few enrollments in Latin and Greek. Kant's comprehensive study found Latin offered in 50 junior colleges and Greek offered in 40 of 950 two-year colleges surveyed. Of the total 130,628 students enrolled in community college foreign language courses in 1968, Latin students accounted for 1.1% and Greek students for 0.9%.

Connor (1970) found that in two-year colleges, four-year colleges, and universities, Latin and Greek were the only languages of the top seven (French, Spanish, German, Russian, Latin, Italian, Greek) to show a decline in absolute numbers in the period 1965-68. Celeste (1972) found that in 31 junior colleges in Illinois, one of the states having large classical language enrollments in 1967-68

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according to the Connor study, there were no Latin enrollments in either 1970 or 1971 and no Latin majors or Latin programs in either year. Classical Greek fared slightly better. Although there were no particular Greek programs at any of the junior colleges surveyed, there were 30 students enrolled in Greek courses throughout the state and there was one classics major (Celeste, 1972).

Reasons for shifting enrollment patterns—hence curriculum—in all foreign languages are easily found. Historically, the study of foreign languages in community colleges has been dependent on language requirements at four-year colleges and universities. Rassogianis found that junior colleges did not require foreign language study except as a prerequisite for transfer credit toward a B.A. degree. Hines' (1969) survey of foreign language programs in Illinois community colleges found that 79% of the responding colleges claimed that the most important reason for offering foreign languages in public two-year colleges was to fulfill the requirement for transferring students; 91% of the respondents from private two-year colleges concurred. Hines concluded that the future of foreign languages in the junior college curriculum depended on language requirements for liberal arts degrees in four-year institutions.

Hellinga (1970) also studied determinants of curriculum in Illinois two-year colleges and found four-year college and university requirements dominant. However, he found a discrepancy when foreign language instructors were interviewed—they claimed that the prime inputs to curriculum determination were "needs and desires of the students," influence of faculty and administrators, and pressure of the community (pp. 68, 69). The difference seems to be that for Spanish, French, German, and Russian—the most widely-offered foreign languages—the transfer imperative is dominant, but that for the less commonly taught languages, community and student body pressures are influential.

Karr's (1972) study of foreign language curricula in Washington State community colleges also found that community college foreign language curricula were designed to parallel four-year college courses. It was her view that this leads to disaster for foreign language programs: "As universities drop or modify their requirements, enrollments seem to drop at the two-year schools in the related studies. As enrollments drop, offerings are cut. As offerings are cut, teachers are let go. Unless this chain of cause and effect is broken, there may soon not be foreign language programs in the community college at all" (p. 111).

Although it is true that the studies previously

cited evidence a net increase in the importance of community college foreign language study in higher education, this increase is closely related to the growth of community colleges in general; it is also true that in individual community colleges foreign language enrollments are declining. Cordes (1972), an instructor at the College of San Mateo (California) reports:

For many years our foreign language programs in French, German, Russian, and Spanish were geared to meet the needs of the students who transferred to the nearby state colleges and universities. The recent changes in the language requirements at the receiving institutions caused an unexpected drop in enrollments at our College, because many students, if not the majority, saw themselves as transfer students, even though that self-perception proved to be statistically inaccurate. Non-transfer students were usually treated like transfer students however different their reasons for taking a foreign language might have been. "Academic standards" were the overriding concern of the teachers. (p. 210)

Hickey (1972) also found in a 1971 study of two-year college foreign language programs that enrollments were declining in over half of the colleges.

The relative declining enrollment can be attributed in some instances to the fact that students often are counseled against foreign languages. Buford (1973) reports that at one community college in Cleveland,

Foreign languages do not fare too well in the counseling area. Since there are no foreign language degree requirements in the Associate degree program, at times counselors have advised students not to take foreign languages. If the student insists, he is often told not to take more than one year of a foreign language . . . The Associate of Arts program allows twenty-seven credits of electives. Since each foreign language course is a four-credit-hour course, the student who elects two years of a foreign language has only three hours free for another elective. To the counselor's logic, it is thus foolish for the student to "put all of his eggs into one basket." (p. 38)

It is probably for this reason that Hickey (1972) and Lewis (1968) found that many community college students tend to put off fulfillment of foreign language requirements until after transfer.

Furthermore, several studies have shown that administrators at the community college level are not prone to favor foreign languages. Buford claims that "The administration is not totally convinced that foreign languages and other esoterica are necessary components of human experience" (p. 38). Kelly and Wilbur (1970) also found that the

major disadvantage of teaching foreign languages in a community college was the difficulty of convincing administrators of the value of foreign language programs. Russo (1972) reports that many administrators are vocation-career program oriented and harbor the sentiment, "Let them learn English."

Most studies show that as enrollments decline, community college foreign language instructors take a careful look at what they are doing. Obviously, any attempt to determine what would appeal to students begins by questioning the students themselves. Archer and O'Rourke (1972) did just that. Surveying the students at Prairie State College (Illinois) to find out why enrollments in foreign language courses were declining, they discovered that 72% evidenced "... a very strong interest in learning to speak and comprehend a foreign language," and that 65% desired to use the language in a practical way (p. 187). Based on these findings, they concluded that most students actually were interested in foreign language study, but due to commitments to satisfy other requirements and/or strong outside interests, they simply did not have the necessary time (p. 189).

Hickey (1972) found that at the community colleges he studied, students tended to take no more than the basic two semesters of foreign language. He lists numerous reasons for this apparent indifference: (1) students switch to courses which will prepare them for gainful employment; (2) few students can afford to travel to countries where they would be able to apply what they have learned; (3) the basic courses offered seem irrelevant and impractical; (4) a lack of realistic career goals within the language field; (5) foreign languages are too difficult—they require discipline and consistent study; (6) there is no need for foreign languages in technical and scientific programs; and (7) students who are interested plan to pick up foreign languages after they transfer to a four-year institution. Altman (1972) in effect substantiates Hickey's reasons. He found that at Parkland College (Illinois), "... as at most community colleges, the majority of students use the college as a means to obtain specific and limited objectives. Some 90% of Parkland's students classify vocationally related goals as essential or important for them" (p. 6).

Altman suggested ways to make foreign language instruction more appealing. The best way to do this, he decided, is for foreign language instructors to design practical courses. "Spanish for Social Workers," "Scientific German," "Italian for Opera Lovers," and "French for Chefs" are relevant and certainly of direct use to the students who hold those interests. Taking direct aim, Altman also claimed that the community college was hypo-

critical in its stance toward foreign language instruction:

It is ironic that the community college, whose educational mission is to provide opportunity for higher education and vocational training to all qualified members of the community, should operate in such a way that it caters only to the needs of the "academically talented" or "academically inclined," as if the only reason to study foreign language at the community college level were to be able to take advanced courses as a transfer student at a four-year institution. (p. 8)

In the 1970s, he asserted, the emphasis must shift from language-teaching to language-learning. "If our school and college enrollments have been decreasing in recent years, we might ponder the fact that the enrollment in private language schools such as Berlitz has not fallen, and, in fact, until the recent economic depression in this country, had been increasing at the rate of 15% per year—despite the fact that foreign language instruction is either free or quite inexpensive in our classrooms, and often quite costly in the private language schools" (p. 12). His implication is that students are not disinterested in languages per se, but are disenchanted by the instructional approaches employed. Community colleges should prepare students for travel, he maintained: "They need a narrow range of training, for their basic goal is survival in a foreign land and language, not Cultural (capital "C") appreciation, not syntactic refinement, not exercise in drawing accent marks" (p. 9).

Emphasis on more practical curricula has become prominent in recent literature, although some educators still fear four-year college reactions to the idea of transfer credit for student-centered language courses: "Can you imagine the confusion and hostility that would erupt at Northern Illinois University if one student transferred in with credit in Student Project in Spanish 123? Until we are given a carte blanche in the matter of labeling courses and, more importantly, in the matter of giving our students what we think professionally appropriate, we will be continually hamstrung by the lock-step approach" (Russo, 1972, pp. 71-72).

Concern for transferring students obviously cannot be eliminated even though the desire to alter university-parallel course content exists. Russo (1972) also claims that "We have a unique student population with objectives different from those in the senior institutions. To pattern our classes after those from which we, the teachers, have come, or in the tradition of the senior institution, is sheer folly" (p. 73). Thus, it would seem that although many community college foreign language instructors may

wish to experiment and change course content, they restrain themselves because of the need for articulation with senior institutions.

Several documents report that course content may be altered and still have effective articulation in certain circumstances. Because senior institutions also have enrollment problems, some have created "transition courses" designed to pick up the students wherever they are in terms of ability or training (Russo, 1972). Another way to hurdle the transfer problem is to make an innovative course so sound that it will impress articulation committees; a case in point is a completely audio-visual and modularly-scheduled course in Career Spanish at Manchester Community College (Connecticut) designed to provide a practical knowledge of Spanish for students who plan to enter a career field where bilingualism would help them carry out their tasks more effectively. This course has received full transfer credit from the Spanish Department of the University of Connecticut (Tamarkin, 1972). It took the instructor of this course three years to perfect her materials, but her efforts proved well worthwhile. She ended up with a course so appealing to students that they voluntarily organized dinners at Mexican, Puerto Rican, and Peruvian restaurants, began to frequent Spanish-speaking shops, and became devotees of a nightly Spanish television show. They also talked their teacher into joining them for spring vacation at the Inter-American University in San German, Puerto Rico.

What is suggested here is that innovative courses made sufficiently appealing to students and designed to provide them with practical skills can be acceptable to four-year institutions if enough faculty members work to achieve this goal. "Where articulation with FL programs at four-year institutions is a major concern, community college teachers need to push for acceptance of innovative curricula which are more responsive to the broader educational needs of today's students. (It is significant in this respect that the most interesting, most varied FL offerings in our community colleges now come under the 'no credit' rubric)" (Savignon et al., 1972, p. 115).

The truth of this last parenthetical statement can be proven by the recent innovations at the College of San Mateo (Cordes, 1972). As a result of declining enrollments, the San Mateo foreign language program developed three new courses. Two of these, Survival French and Beginning Conversation (in French, German, and Spanish), carrying no credit, were added to the evening division. Both enjoyed enthusiastic student response. The third course was even more of an experiment. The administration decided to try a nontransfer course in Beginning

Conversation (French, German, and Spanish) during the day despite their fears that this would deplete their regular daytime foreign language enrollments, but full classes of French, German, and Spanish were added to the curriculum. The students were regular day students, housewives, and retired persons. The implication of the success of these noncredit courses is that a community college can afford to retain its foreign language faculty while at the same time taking a further step in serving its community.

Allen (1972a) also advises practical courses for the transfer curriculum. Claiming that the "image" of foreign language study seems to be that it is difficult, irrelevant, and a pointless requirement, unrelated to the student's real desires for his career and/or life style" (p. 55), she recommends that foreign language instructors at the community college "... take a leaf from the book of our colleagues in career programs, and employ a "hands-on" approach to foreign language classes" (p. 59). To her, this means giving students "real" experience with the language, rather than abstract paradigms and contrived dialogues. She concludes that this "real" approach gets students interested in the language and helps them realize their need for vocabulary and grammar basics. To this end, she proposes a project-centered class based on various "real" experiences—e.g., a program in which students prepare food with foreign recipes and thus learn the names of foods as well as the intricacies of the metric system, or in which students learn songs for folk dances so they become conscious of the complexities of the language studied and build vocabulary skills. She goes beyond the constraints of the classroom wall to recommend that nursing students study medical vocabulary and idiom, that policemen concentrate on street-slang and legal terms, that the "language-major-to-be" concentrate on composition and literature, and that business students concentrate on commercial terms and business-letter styles. She recognizes that this broad approach will be hard on the teacher when grading time comes around, but she claims that this drawback is amply compensated for by the fact that instructors will be able to place students of varying abilities in the same class (thereby alleviating the problem of classes too small to warrant a teacher) and that these project-centered courses will give students something to carry away with them even if they never take another foreign language course.

The "hands-on" approach is also occurring in senior colleges and universities. According to Leslie and Miller (1974), the increasing career orientation of four-year college and university students is leading to the emergence of applied foreign language

programs which combine the knowledge of a foreign language with such subjects as business, economics, and government. If this trend continues, community colleges may soon be able to offer pragmatic courses without the dread of their non-transferability.

In this same vein, other authors have suggested career-related foreign language courses which go even further: Spanish for Police Officers, Spanish for Nurses, German for Travelers and Business People, French for Airline Personnel, Spanish for Social Workers (Cordes, 1972); French for Travelers, French for Hospitality Management Students (Buford, 1973); and, beyond this, G. Savignon (1972) suggests enrolling a future chef in a French *école hôtelière*, a prospective fashion designer in a *maison de haute couture* in Paris, and a promising watch repairman in a Swiss or French *école horlogère*.

Another development in this area is the fact that at several community colleges foreign language instructors are presently teaching an ever-increasing number of classes in English as a Second Language (DeHaggard, 1972), and some are now offering courses in literature and foreign culture specifically designed for native speakers (Cordes, 1972). Allen (1972) recommends special courses for students who already have several years experience with the language either in school or through foreign residence.

A fresh approach in which the use of programmed texts for grammar and vocabulary are combined with classroom conversations relating to issues of everyday life in the appropriate foreign country seems to appeal to many students. Cooney (1972) found that the addition of a native speaker as an assistant makes discussions lively and relevant.

The discussion of issues related to everyday life in a foreign country has led some foreign language instructors to begin emphasizing ethnic and area studies in their classrooms. Moore (1970) defines "relevance" in foreign language as teaching about the culture of the country, with an emphasis on values, behavior, and thought. S. J. Savignon (1972) suggests that foreign language instructors be trained to teach area studies so as to be able to "illustrate the 'hows' and 'whys' of everyday life and thought in the foreign culture, providing students with a unique opportunity for experiencing cultural diversity" (p. 104). Various studies show that apparently this is exactly what students want: Archer and O'Rourke (1972) found that 61% of the students at Prairie State College (Illinois) had a strong interest in the study of a foreign land and culture; Allen (1972) found that the involvement of foreign language instructors in humanities and literature courses sometimes enables them to make the

courses so intriguing as to generate later enrollment in foreign language courses.

To summarize, the rapid growth of two-year colleges and their emphasis on transfer programs appear to have stimulated changes in modern foreign language curricula. Spanish and French are the most popular, German and Russian are next common, followed by an extensive and variable list of other languages. Although curricula still depend on senior institution requirements, innovations emphasizing student needs and practical aspects of language learning are taking hold in curriculum design. Thus, problems confronting foreign language curricula today include the abolition of requirements at four-year colleges, the increasing career orientation of students, and the opposition of counselors and administrators. In view of the above, it is hardly surprising that foreign language instructors are now talking of "selling" their courses rather than merely "offering" them. DeHaggard (1972) claims that foreign language teachers must use a "strategy that is responsive to the needs, goals, and characteristics of our community college students themselves" (p. 28) if they are to win the battle against attrition in foreign languages. Allen (1972) talks of public relations work for the promotion of foreign language classes, including the use of newspapers, radio, TV, and brochures. Finally, Moore (1970) sums it all up: "... by applying a little common sense coupled with a bit of salesmanship that will include, as has been suggested, pertinent aspects of other disciplines in our 'package,' the product should sell as it always has" (p. 353). Whatever recruitment programs are implemented, the trend toward more practical courses and the need for realistic transfer offerings will certainly require careful planning in the future.

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NOTES

¹ [From the author's introduction to the monograph]:

What can be said about the humanities in two-year colleges? Are they being compromised by "remedial" studies? Are they collapsing under the weight of occupational and technical education? Or are they flourishing in new curricular patterns? As revealed in this review, none of these extreme positions is true. The humanities remain alive, maintaining their traditional form in the "college parallel" courses, often reforming in interdisciplinary combinations in courses for the "new" students.

A word about curriculum in general is appropriate here. Curriculum in the community college—the dominant type of subbaccalaureate, accredited, associate degree-granting institution—is dedicated by student preference, not institutional philosophy. The community college is dedicated to giving the community the kind of education it wants. Accordingly, except in the technical fields that have strict requirements imposed by outside agencies (e.g., nursing and police training), a student can put together a program comprised pretty much of the courses he takes of his own volition. And what he elects to take is dominated by the requirements of the baccalaureate transfer institution to which he aspires, or by his own interests and tendencies of the moment. In this climate the humanities must stand on their own, competing with job training programs and hobby courses as well as with the other disciplines for student favor.

INTERNATIONAL PROGRAMS AT COMMUNITY COLLEGES

[Following are some of the program outlines distributed and discussed by participants at the Southeastern Regional Conference on International Education held at Broward Community College, Fort Lauderdale, Florida, on 18-19 November 1976.]

Kirkwood Community College (Iowa): International Studies/Third World Project

Reported by Florence Masters

Kirkwood Community College is in the process of developing an international studies curriculum that will focus on high-level concepts and generalizations, help students master advanced knowledge in order to understand global issues, and aid students in developing the skills and abilities needed to make effective personal and public decisions.

Three 4-hour credit courses consisting of twelve 1-hour credit modules will be designed during the fall and winter quarters of the project's first year, 1976-77; they will be pilot-tested, evaluated, and revised during the spring quarter of 1977. The modules will be correlated with existing courses and will incorporate principles and key concepts from these courses in the international framework of Third World nations. Curriculum developers will form a committee to identify key concepts and organize generalizations (principles) by disciplines; to choose materials, instructional tools, learning experiences, and teaching strategies; to formulate an evaluation structure; and to pilot-test, evaluate, and revise.

Students from both arts and science and vocational-technical programs will be encouraged to enroll in the international studies modules and to choose an international studies major. It is anticipated that both the students completing international studies courses and the participating faculty will gain knowledge, understanding, and awareness of Third World cultures and issues.

Gulf Coast Community College (Florida): International Students

Reported by Dan Smith

During the past eight years, Gulf Coast Community College has served 78 "F" and "J" visa students from 17 countries. Of the students served, the graduation rate (A.A. or A.S. degree) has been 73 percent—which, of course, exceeds considerably that of American students. Of those not graduating, most have transferred

successfully to other schools. The current complement of international students is 18 students from 7 different countries, and our interest in these individuals has encouraged a number of others, resident aliens and persons who have become naturalized citizens, to look to the college as a personal resource in their adaptation to American life. This latter group, while not closely tracked or supervised, numbers approximately 30 persons, and the services of our international student advisor are made available to them as well as to our regular foreign students.

Standards of admission at Gulf Coast for international students require TOEFL scores of 500 or better, completion of the secondary degree in the native country, and documented financial solvency. We cooperate fully with local citizens with an interest in or wishing to sponsor international students. Our director of financial aid, who has had past experience with international students, acts as international student advisor and works closely with the students in all aspects of their life on campus. Admissions decisions are made by him with the help of the admissions committee, and he also acts as academic advisor to all international students during the first semester. If the first semester is successful, the student is then transferred to an academic advisor in the desired field of study.

No special inducements are given international students at Gulf Coast. Out-of-state tuition is charged, and no financial assistance is given. This is clearly enunciated, along with other vital information, in a foreign student form letter, supplemented by a personal communication—in many instances, a "work memo" strongly delineating the illegality of working without permission and the rarity of permission, and a "finance memo" designed to promote realism regarding costs in this country. We make a careful effort to respond promptly to overseas inquiries and to exercise courtesy to all.

Services extended to international students include the resources of remedial programs in reading and English, including taped and programmed instruction in English as a second language; the personal attention and support of the international student advisor and his family (particular attention is paid to recent arrivals and those students showing symptoms of homesickness or other adjustment problems); recognition and introduction through an international student reception during each of the regular academic semesters; and an International Student Association, which meets twice monthly during school hours. We also have a number of monthly evening meetings involving community mem-

bers with interest in international education. The advisor coordinates a number of opportunities for the international students to become involved in the community, such as appearing before church and school groups, women's and civic clubs, participation in local Christmas International House tours, and similar events.

Gulf Coast Community College has found the presence on campus of international students to have had beneficial effects in many areas, including enhanced native student perceptions concerning the value of the education they are receiving; a greater understanding on our part of opportunities we take for granted and of the importance given to education by those not so freely able to obtain it; and innumerable impressions and bits of information gleaned through contacts with international students. We find our international students to be bright, personable, active on campus, and great boosters of the college both during and after their stay with us. They are little trouble and our mutual contacts have been almost almost universally happy experiences.

**Seminole Community College (Florida):
International Education Programs**

Reported by Ann Bachmann

Seminole Community College has only recently inaugurated programs dealing with international education. Last year, SCC entered a consortium with four other Florida community colleges and launched its overseas study program in conjunction with a humanities course.

The course consists of two phases: (1) seminars and (2) travel to England, France, and Italy. In the seminars preceding the travel a foundation is established for critically examining art, philosophy, literature, and religion in relationship to the significant historical and philosophical currents of Western civilization. During the travel phase, which lasts three weeks, the students are given the opportunity to apply their general knowledge by visiting cities which best exemplify the development of Western culture. At the conclusion of the trip students submit projects and/or papers synthesizing the work of the pre-travel seminars with their personal experience and research on the trip.

Six semester-hours of college credit is granted to enrollees fulfilling the requirements. Auditors are also welcome and are expected to participate in all organized activities. Members of the humanities faculty prepare and present the seminar materials, which are academically oriented. The travel phase is intended to reinforce and apply the knowledge gained in class. Two or more instructors from the consortium are assigned as full-time personnel throughout the trip.

In June 1977 our Spanish instructor is planning to take a group of students, faculty, and staff to Mexico City for an eight-day, seven-night trip, including an overnight stay in Taxco. Knowledge of Spanish is not required, although some basic instruction in the language will be given. Students of Spanish have the option of earning two hours of college credit if they submit a five-page term paper in English on a subject of their choosing related to the trip. This is in line with the six hours of credit that Brevard Community College grants for its three-week summer travel tour in Mexico, where a fifteen-page term paper is required.

To help introduce and enhance international education in the community college context, we decided to experiment with a one-week Mexican trip so as to lure as large and varied a group as possible and also keep the tour price low. Our thinking was to "get their feet wet first"; once students see how pleasurable it is to visit a foreign country, they will probably want to return the next year for a more prolonged stay and for serious study. We also hope that more people will be motivated to study a foreign language at SCC, or to continue with advanced studies if they are already in elementary courses, through our study/travel program in international education.

**Shelby State Community College (Tennessee):
Experiences in International Education**

Reported by Karen A. Bowyer

In December 1975, a Coordinator of International Studies was appointed at Shelby State to keep faculty, staff, and students aware of international travel/study opportunities. The Coordinator has since helped one student arrange nine hours of credit with her instructors while traveling and studying in Norway during the spring and summer of 1976. One faculty member was granted a leave of absence to study the art of West Africa, and another spent a summer developing curricula in Nigeria on a Phelps-Stokes Grant. Workshops have been given by Shelby State faculty for teachers in Tampico, Mexico; San Jose, Costa Rica; and Bogota, Colombia. Faculty have also attended international education meetings in Addis Ababa, Ethiopia; Tokyo; Hong Kong; Bangkok; Seoul; Nairobi, Kenya; Singapore; Berlin; Moscow; Lenin-grad; Warsaw, Poland; Peking; and Karlsruhe, Germany.

Shelby State Community College is a member of the Tennessee Council on International Education, an organization which disseminates information regarding international education activities within the state, organizes programs to bring together persons involved in international activities, and publishes a periodic newsletter. Tennessee itself is involved in the Partners

of the Americas Program with Venezuela and the Amazonas region, and Shelby State faculty and students are urged to take advantage of the many educational and cultural exchanges.

A faculty member recently participated in an evaluation team for the Southern Association of Colleges and Schools. Four schools were visited for accreditation purposes in the Brazilian cities of Rio de Janeiro, Salvador, Recife, and Brasilia.

The Fashion Merchandising Department at SSCC is planning a January tour of the fashion centers in Paris, France, for its students and interested members of the community.

Rockland Community College (New York): International College Concept

Reported by Howard Berry

A variety of programs to direct American two-year colleges toward becoming "world community colleges" has been announced by Rockland Community College of the State University of New York. Aimed at broadening the international orientations of both native and foreign students and faculty, Rockland has established an International College; a program offering training in English for speakers of other languages has also been initiated. The International College, affiliated with West London College in England, will grant an International Baccalaureate in cooperation with an educational organization in Geneva, Switzerland.

Rockland's president, Seymour Eskow, speaking at the Southeastern Regional Conference on International

Education, called for an increase in the expenditure of energy and funds devoted to international education. "The world must be the teacher, not the campus," Dr. Eskow said. He believes that the search for new ways to bring the world to the campus must include critical examinations of curricula which deal exclusively with Western civilization and restrict themselves to Western literatures and art forms, neglecting the issues raised and resources presented by foreign students and teachers on campus. "We should subscribe to customs which are not culture-bound," he told the Conference. "We should find ways to enable the faculty in social sciences and humanities to get knowledge about non-Western societies. We should include natives of these societies on our faculties."

The International College at Rockland offers a core curriculum in intercultural social science, literature, and language, as well as specialized studies in culture, religion, and heritages. Its external component provides students with an opportunity to obtain both the A.A. degree and the International Baccalaureate diploma, a credential used by many foreign universities as a standard entrance document. The full International Baccalaureate program calls for the study of six academic subjects and two adjunct areas; the second year of study is conducted abroad.

The program at the English Language Institute begins with an intensive eight-week immersion in English for foreign students. The initial concentration is on listening to and speaking the language, followed by instruction in pronunciation, spelling, sentence structure, and dictionary usage. Those successfully completing the instruction period are allowed to take courses for credit during the balance of their first semester at college.

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Appendix E

New Directions for Foreign Language Programs in Community Colleges by Richard I. Brod

(Presented at National Humanities Faculty Conference, 7 March 1977)

Traditionally, community college faculty in English and foreign languages have not shown much interest in the Modern Language Association and have not joined the MLA in large numbers. At the same time, because people and things tend to move in vicious circles, the absence of community college voices within the MLA membership has meant that only a few of the Association's programs have taken cognizance of their needs and interests. Fortunately, in recent years these attitudes have begun to shift, as inevitably they had to, given the spectacular growth of the community colleges in the last fifteen years. The MLA has begun to discover its colleagues in the community colleges, and has begun to develop programs, meetings, and publications that are designed, in some cases, to integrate community college teachers into the larger group, and in other cases, to single them out and focus attention on their distinctive strengths and particular problems.

The MLA was foresighted enough to have developed precisely the right mechanism for making this breakthrough in communications: a professional association of departments. The Association of Departments of English was founded in 1962 and became part of MLA in 1965; its sister, the Association of Departments of Foreign Languages, was created four years later. Both organizations were developed for the express purpose of focusing on professional and pedagogical questions of the kind that are normally discussed and dealt with by departments rather than by individuals. In creating the two departmental associations, the MLA found it virtually impossible to ignore the junior and community colleges, if for no other reason than the fact that there are about a thousand of them in the United States (1,095, to be exact, in 1977); not quite as numerous as the 1,574 four-year colleges and universities, but still a formidable number.¹ Although foreign languages, according to the MLA's latest (1974) enrollment census, are taught at 835 junior and community colleges, at no time have more than about 100 of them been attracted to join ADFL, the Association of Departments of Foreign Languages.

This is still a far from adequate representation, but it is at least a beginning. Indeed, ADFL's involvement with the community college constituency is more extensive than that of any other national foreign language organization. Fortunately, there are many state-wide and regional language organizations which are doing a superb job of facilitating contacts and professional interaction among teachers locally, but in national activities ADFL has been virtually alone.

After some five years of attempting to learn something about foreign languages in community colleges, the MLA in 1975 wrote a proposal to the U.S. Office of Education, requesting funds for a modest short-range research project on the subject. The project was funded and approved by the agency of the USOE that administers the relatively small research fund still available under the authority of the National Defense Education Act of 1958. This agency also supports the MLA's biennial surveys of language enrollments, and in fact the data from the 1974 census served as the starting point for the community college research.

Census data are a good starting point for any attempt to analyze the problems of our profession. For example, it is instructive to note that while language enrollments in four-year institutions fell by 3.9% between 1968 and 1970, the momentum of institutional growth in the junior and community colleges generated an 18% increase in language enrollments in those institutions during the same period. From 1970 to 1974, however, language enrollments in two-year colleges held steady (a growth of only 0.2%), while their total institutional enrollments continued to rise by 35%. The most significant figure here is the ratio of two-year college institutional enrollments to language enrollments: it fell from 10.1 in 1968 to 7.0 in 1974. Looking further, one notes that the number of junior and community colleges at which languages are taught has also dropped down from a peak of 899, reached in 1972, to 835 in 1974. Among the specific languages, French fell 20.4% between 1968 and 1974, German lost 8.1%, Italian rose by 85.7%, and Spanish rose 48.6%. Spanish enrollments now constitute 56.3% of the total two-year college enrollment in foreign languages.²

In planning the research project, the MLA was particularly concerned about the wide disparity in size of the various college language programs, ranging from 3,107 enrollments in all languages at Miami-Dade Junior College, down to two students at some of the smallest colleges. In fact, of the 835 community and junior colleges at which languages were taught in 1974, over three hundred of them had a total language enrollment of 100 or less, and 141 had twenty or less. Although there was no way of relating the size of language programs to their educational quality--however one might choose to define it--it seemed reasonable to assume that a certain minimum size is necessary for the general health and maintenance of a program. It also seemed appropriate to define the success of a program in terms of its enrollments--not, of course, the absolute figures, but the ratio of language enrollment to institutional enrollment in any given year, and the changes in that ratio over time. This distinction is particularly important in the case of community and junior colleges, given their "open doors" and continuing expansion.

The MLA's research project had two parts: one inside, one outside. The inside work consisted of tabulating the language enrollments and overall institutional enrollments for a set of "target" colleges for the years 1968 and 1974, calculating the ratios, and then classifying the colleges according to whether their enrollment ratios had risen (two percent or more) during the period, held steady (plus or minus two percent), or had fallen. The outside work consisted of sending a questionnaire to community college department chairpersons, asking each recipient to supply basic facts about curriculum, faculty, and students, as well as a judgment concerning the stability and viability of the language program. Focusing on ten states that yielded the best response to our survey, we limited our analysis to 180 questionnaires received from those states. The responses from these 180 colleges were then tabulated according to whether they had enjoyed relative growth, stability, or loss in language enrollments between 1968 and 1974.

The hope was that it might be possible to identify factors in the curriculum that could somehow be linked with the success of these colleges in maintaining (or stabilizing) enrollments. The project staff had only limited success in its attempts to identify the sources of success. For example, we found no evidence that the existence of a study abroad program, for example, or the participation of the department in an international studies program, had any correlation with success, as defined by enrollments. Even more upsetting (though not necessarily statistically significant), the ratio of full-time faculty to part-time appears to be lowest in the "rising enrollment" category, highest in the category of colleges that experienced a relative loss in language enrollment between 1968 and 1974.

A positive result of the survey was the discovery that, on the whole, the "successful" colleges were those with the least dependency upon language requirements as a motivating factor for student enrollment in language courses. In other words, at these colleges a slightly smaller proportion of students were taking language courses to meet B. A. requirements at the institutions to which they intended to transfer, and a slightly larger proportion had chosen language study as an elective or for vocational or personal reasons. This difference is particularly significant in view of the fact that the most important trend affecting college language enrollments since 1966 has been the tendency of B.A.-granting colleges to abolish, reduce, or otherwise modify their foreign language requirements for the B.A. degree. In 1966, 88.9% of B.A.-granting colleges had such a language requirement; by 1974, only 53.2% of them had the requirement.³ Inevitably, this trend has had significant impact upon language programs below the B.A. level, including those at secondary schools and community colleges which have typically served as "feeders" to the four-year institutions. Since it is generally recognized that most language programs at community colleges have been geared almost exclusively to the needs of transfer students, it is not surprising that enrollments in such programs should decline, once the pressure of B.A. requirements was

removed or weakened. It would appear that at least one of the factors in the success of the programs with a relative improvement in enrollments has been their willingness and ability to diversity, to develop courses relating to the needs of non-transfer as well as transfer students.

Fortunately, it has been possible to identify a few interesting examples of curricular diversification in community college language programs, using as our primary source another, earlier research project that solicited information on curricular innovations from all language departments in the United States, in both two-year and four-year institutions. Responses to this survey from the two-year colleges were few in number, but interesting. If one recognizes that colleagues teaching in community colleges often do not respond to questionnaires emanating from the Modern Language Association, one begins to suspect there is more going on by way of curricular innovation than most members of the profession are aware of. It must be remembered, however, that the creativity of community college teachers is often restricted or stifled by various state regulations which, in some cases, prohibit them from offering courses above a certain level, or else require them to conform to the freshman and sophomore course offerings of the B.A.-granting colleges.⁴ Working in or around such restrictions, at least a few community college departments have been creative in finding ways to maintain or expand traditional language programs.

What form does this creativity take? In general, it follows the same patterns one finds at four-year colleges, except that it is constrained by the legal restrictions mentioned above and by an awareness of the special nature of the two-year college student population, in particular its diversity of age and background. It would appear that community college teachers have also acquired the skill of developing "one-shot" courses, sometimes on short notice, in response to immediate community needs.

Realistically, however, there are only a limited number of ways in which a foreign language program can diversify. In elementary language instruction, a course can either switch from grammar-translation to audiolingual, or vice versa, or move into some kind of four-skills approach. When pressed to define themselves most foreign language teachers will assert that they are "eclectic." This may mean that they do in fact offer a four-skills approach, or teach in an individualized program parallel to the regular program, or the like. Some may even opt for "tracking"--i.e., offering grammar translation and audiolingual courses in parallel tracks, but this is something only larger programs can readily afford to do.

Beyond the elementary and intermediate language courses, there are really only two new directions in which a language department can move: either it can offer a wider selection of courses in literature, or it can move into culture and civilization, broadly understood. Innovation in literature may mean courses in literature in translation, masterpieces of world literature (also in translation, but involving several literary traditions), courses in film or contemporary theater, courses limited to a single genre, theme, or movement (e.g., the eighteenth century novel, love and death, expressionism), and the like. Inevitably, the more specialized the course, the less likely it is to fall within the restricted scope of offerings permissible in the community colleges in certain states. In culture, the opportunities for diversification are vast, at least in theory, since the concept can be extended to include a variety of approaches to studying the peoples who speak French, German, Spanish, or any other given language. It can cover, among other things, the history, politics, and cultural products of a given nation, as well as its social institutions and "way of life." So defined, the study of culture provides an appropriate starting point and springboard for a program of area studies concentrating on a specific nation or region, or, more broadly, a program in international studies. The study of culture is also a link and an essential ingredient in the many career-related courses that have developed in both two-year and four-year language departments, and which for obvious reasons

have become the favorite mode of expansion in the community colleges, particularly in urban centers.

It is not surprising, given the pressures toward vocationalism at most community colleges, that language departments should have developed the variety of career-related courses that have come along in recent years. Because the MLA's curriculum survey data are now nearly two years old, it is likely that some of the courses reported then are now no longer in operation, but others have undoubtedly been developed in the meantime. Here is a small selection of the course titles that were reported in the career-related category, all from community colleges: French for Hotel Management, French for Business, German Secretarial Skills, Bilingual Secretarial Course (Spanish), Conversational Spanish for Banking, Portuguese for Medical Personnel, Spanish for Nurses, Practical Spanish for Community Workers, Basic Spanish for Public Service Personnel, Spanish for Recreation Leadership.

Information from the MLA's curriculum survey will be published shortly in a single volume with two parts: a catalog of the 1,682 survey entries that met the criteria for acceptance set forth in the questionnaire; and a set of more than seventy brief but detailed reports on selected courses, prepared in each case by the developers of the courses. ⁵ Of the 1,682 entries accepted for the catalog, 307 came from junior and community colleges--a quite respectable proportion, in my opinion, especially in view of the widespread (though perhaps now diminishing) indifference on the part of community college faculty toward envelopes bearing the return address of the MLA. Their responses fall into all four categories established by the survey: career-related, community-related, interdisciplinary, and non-traditional. Although there is, inevitably, a great deal of duplication and re-invention of the wheel going on, our colleagues are at the same time displaying a considerable amount of inventiveness and adaptability. The course "Spanish for Nurses," for example, mentioned above, is representative of seventy-one different courses oriented toward the health professions, taught in three different languages,

offered at colleges around the country, about a third of them community colleges. Despite much similarity among these courses, each has been developed in response to the needs of a specific group and each bears the stamp of its individual creator. Still, their objectives are virtually the same everywhere, and it is likely that the various creators and developers would welcome information from one another, especially concerning materials for the teaching of these pioneer courses. This need for pooled information was the principal motivation behind our curriculum survey in the first place, and the publication of our results will let the profession know how remarkable inventive some of our colleagues have been in developing new courses. To be sure, we can never be sure that any given idea is absolutely new: what may be regarded as new and exciting by some will seem to others "old hat" or "Mickey Mouse." What is important is the sharing of experience among colleagues in the profession. Attached to this paper is a set of ten curriculum reports from community colleges, each prepared by the developer of the course. They represent a selection of some of the most interesting of the 307 survey entries we received from the community colleges, and as such they illustrate the various directions into which teachers can profitably channel their inventive energies.

Whether totally new or not, most of these courses represent some kind of expansion or extension of our profession's traditional concern with language and literature, an expansion most people consider healthy and desirable. Some colleagues are justifiably skeptical about certain kinds of expansion, arguing, for example, that a course like one of those in the attachment entitled "The Nature of Man and Western Society" should properly be taught by a qualified professional (or team of professionals) and not by amateurs. A reply to that argument would point out that professionalism and amateurishness are relative terms, and that it should be possible for any teacher of language and literature to develop his or her knowledge of related literatures or of the culture of the

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language he or she professes to the extent necessary to offer a full course, or at least part of a team-taught course, in some aspect of the related literature or culture. It may, of course, require work and expenditures of time to develop such knowledge, but there is no way of escaping that, and the rewards will presumably justify both.

There is no guarantee, of course, that even the effort expended on expanding our curricular capacity will necessarily save our shrinking programs or prevent our most marginal programs--those with 100 enrollments or less--from falling off the cliff. The position of foreign languages in the community colleges (as also at many four-year colleges) has become more and peripheral at many places. If, as seems to be the case, the liberal arts segment of the curriculum continues to shrink, and the vocational/technical segment continues to grow, the situation will presumably become more and more perilous for foreign languages. To the extent language faculty have been able, when appropriate, to develop career-related courses such as "Spanish for Medical Personnel," they have succeeded in demonstrating their relevance to the vocational/technical programs. Still, there is a limit to what can be accomplished along these lines. Clearly, no single answer to the problem of foreign languages in the community colleges. Personally, I believe very firmly that our profession should begin to direct its energies into two important activities: outreach and professional development.

By outreach I mean something quite reasonable and uncomplicated. It encompasses contact with the community (or, as I often prefer to label it, the constituency), on the one hand, and contact with the rest of the college, on the other. From outreach to the community we can derive, depending on its character and special needs, and impetus to career-related courses, to cultural topic courses, to travel courses, and other instructional programs designed to serve concrete needs. From internal outreach, within the college, will come

the impetus to interdisciplinary programs, building on the kind of instruction in culture already discussed. In my opinion, the most appropriate and significant way in which a language department can strengthen both its external and internal outreach is by working toward the development of a program of international studies. Where such programs already exist, language departments should participate in them; where they do not exist, language departments should actively campaign for their creation. The concept is not a new one, of course, but it is still rarely encountered in the community colleges, and even at four-year colleges international studies is not very well developed at the B.A. level. Until recently such programs have been organized almost exclusively for graduate training and research, but in the last few years the concept of "citizen education" has emerged, a recognition of the need for enlightenment and information on the part of all citizens as part of their education for participation in a democratic process. Community college faculty should become familiar with a landmark document called Education for Global Interdependence, issued in 1975 by the American Council on Education, the Washington-based leadership organization for American colleges and universities. Thanks to the efforts of the ACE's International Education Project, funded since 1973 by grants from the Ford Foundation, it became possible last year to persuade the U.S. Congress to amend the National Defense Education Act of 1958 by authorizing funds in support of programs for citizen education in international studies and world affairs. That Act was the source of most of the federal bounty our profession enjoyed in the 1960's and is in fact the only currently operative piece of federal legislation concerned with training in foreign language and area studies.⁶ This shift in emphasis from scholarly research to citizen education constitutes an act of recognition, on the part of both government and the leadership of American higher education, of the concept of global interdependence--an attitude far different from the isolationism of the 1930's, the cold war mentality of the 1950's, and the bitterness of the 1960's. It is fair to say, I think, that insofar as this attitude

presupposes an awareness of the parity of cultures and the wholeness of culture, it is considerably more humanistic and "philosophical" than were our attitudes of the past. Personally, although I rarely find occasion for thinking that anything is getting better, I am greatly encouraged by the fact that these leaders of government and education have seen fit to add a humanistic dimension to an approach that has heretofore been dominated by the economic, political, and social sciences.

Needless to say, there is a role to be played by language study in such an effort, and it is worth noting that the authors of the ACE document were careful to insist upon language study as the basis for the kind of cultural sensitivity that education for global interdependence will require. Though recommendations are usually little more than statements of an ideal, the ACE report goes on record recommending expansion of the federal government's currently quite limited activity in language training, plus support for programs of instruction and pedagogical research within the education community, and a new idea, the appointment of a Presidential Commission on Foreign Language Training. We can certainly take some encouragement from that idea, I think, even though so far nothing has occurred which would suggest that it has any hope of becoming a reality.

As far as undergraduate education in international studies is concerned, however, there is reason to believe that a growing number of educators have come to recognize its value and may soon begin to give it higher priority. To be sure, it will probably never take the place of football or baton twirling in the priority system of American education, but we should nevertheless feel encouraged to step up our efforts to raise consciousness about the value of an international orientation in the education of every student. Recognition of this value may eventually lead to recognition of the value of cultural study and of foreign language study. To become teachers of culture, however, will require a certain amount of professional development for our departments of language and literature. Most of us were trained in literature, or in various combinations of literature, linguistics, and philology.

Few of us, in any case, were trained in anthropology, yet that is one of the fields we need to understand if we hope to be able to move intelligently into the teaching of culture. We also need an introduction to the principles of linguistics--not necessarily the subtleties, but the core of definitions and hypotheses that are basic to the field and yet, strangely enough, have somehow never become part of the standard American curriculum in English, and not very often in foreign languages. In addition to learning new skills and approaches, foreign language professionals will also need to expand their horizons by regularly updating their knowledge of culture and by improving and sharpening their language skills. Presumably the time has come to revive the idea of summer institutes for the retraining of college teachers, specifically for teaching culture. The idea of summer institutes is by no means a new one; they were in fact one of the most popular features of the NDEA years. Clearly the time has come for the individual and institutional leaders of our profession to revive the summer institute idea and attempt to implement it in the service of professional development. To do so will, of course, require "outside" funding, a commodity that is difficult, though not impossible, to obtain--certainly much more difficult to obtain than it was in the 1960's.

And yet, some money is still available, and in fact the MLA and other agencies have received indications from some of the foundations, both public and private, that they might be willing to spend money on foreign languages. The major question is: On what? What do we need most? The restoration of foreign language requirements?--There are some things, I think, that money simply can't buy. --Stipends for tenured university professors to teach their literary specialities?--To whom? one is inclined to ask.--Pedagogical research?--Yes, if it has practical application.

From my perspective, as one who helps direct the MLA's employment services, our most pressing need today is to find a way to help the growing number of (mostly young) professionals who have been unable, after years of training and preparation,

to find suitable employment in education. This is a cruel blow to them as individuals, and it is a serious waste of talent that will ultimately have impact upon everything we do in our profession. If funds could be made available, it would make sense to apply them to the retooling or retraining of some of these people for teaching English to Speakers of Other Languages, for educational administration, or for any other career that appears feasible and available. This would not only meet a human need, it would also keep us in contact with people whose talents would otherwise be lost to us.

Modern Language Association of America
March 1977

NOTES

¹These numbers reflect the colleges listed in the MLA's computerized file of English and foreign language departments. The Education Directory, Colleges and Universities 1975-76, published by the National Center for Education Statistics, HEW, lists 1,141 two-year institutions and 1,9.4 four-year institutions.

²Statistics are based on data from the MLA's Fall 1974 Survey of Registrations in Foreign Languages in U.S. Institutions of Higher Education. (See ADFL Bulletin 7, 2 (Nov. 1975), 37-42.

³For the MLA's 1974-75 Survey of Foreign Language Entrance and Degree Requirements, see ADFL Bulletin 7, 1 (Sept. 1975), 43-48.

⁴See Louise Allen's description of these restrictions in her article "Fay Ce Que Vouldras: The Possible (?) Dream," ADFL Bulletin 8, 3 (March 1977), 1-9.

⁵For a general report on the survey, see Kathryn Buck "Report on the 1974-75 Survey of Non-Traditional Curricula," ADFL Bulletin 7, 1 (Sept. 1975), 12-16. A Selection of the detailed reports on innovative courses appeared in print in the ADFL Bulletin 7, 3 (March 1976), and in Foreign Language Annals 9, 6 (Dec. 1976) and 10, 1 (Feb. 1977).

⁶I mean specifically foreign languages here; obviously, the Bilingual Education Act constitutes recognition of the critical importance of language in our domestic society.

Appendix F

Curriculum Reports on Ten Community College Language Courses

1. Experimental Courses in Civilization, Napa College
Geza Kadar
2. Spanish for Medical Service Personnel; Portuguese for Medical
Service Personnel, Rhode Island Junior College
Olga Ingelse
3. Bilingual Secretarial Workshop, Berkshire Community College
Donald Herold
4. Beginning and Intermediate French, San Diego Mesa College
J. Michael Moore
5. Foreign Language for Travelers, Santa Rosa Junior College
Ruth Parle Craig
6. Themes in Hispanic Creativity and Thought, Staten Island Community
College
Marion P. Holt and
Luciano Rusich
7. The Nature of Man and Western Society, Merrimack Valley Branch,
Univ. of New Hampshire
William A. Cook
8. Life in Germany (France; Spain in Latin America), Today and Yesterday,
Montgomery County (Pa.) Community College
Charlotte Anderson
9. Conversational Spanish for Police, Holyoke Community College
Gerhard M. Wilke
10. Spanish for Community Service I & II, Rockland Community College
Norman D. Arbaiza

EXPERIMENTAL COURSES IN CIVILIZATION

Division of Languages, Napa College (California)
Geza Kadar

These experimental intercultural studies--Introduction to Germanic Civilization, Introduction to Hispanic Civilization, Independent Studies in Germanic Civilization, and Germanic Civilization by TV--were developed at Napa College in the early '70's, after abolition of blanket foreign language requirements for the undergraduate degree affected the foreign language enrollment figures. At the same time, members of our foreign language department heard from hundreds of students, veterans returning from Europe, who felt they had learned little about the cultures to which they had been exposed.

Having secured the enthusiastic backing of foreign language staff, veterans, and other (mainly language) students, we didn't encounter any serious problems in obtaining permanent approval for these courses, including budgeting for special A.V. equipment and material. The only opposition, to the independent study segment of the program came from an English instructor unprepared to experiment with new approaches. With the help of a progressive Dean of Instruction the proposed courses were accepted without any change by the Curriculum Committee and were assigned to the Division of Social Sciences.

To publicize the courses I visited classes with large enrollments, talked to students, gave interviews to reporters of local newspapers and radio stations, posted signs close to enrollment counters and distributed short statements about the new courses to students of foreign languages.

The only administrative problem encountered was the correct assignment of these courses: the head of the Division of Social Sciences had to be convinced to accept language instructors as members in his division. Language instructors taught these courses as part of their normal schedules. Each of them developed his/her own program so that individual courses now seem dependent on particular instructors. If s/he were unavailable there would be some difficulty in finding another interested and suitable equipped instructor.

After experimenting with the courses for three years and after conducting intensive evaluation after each quarter, we can state that these courses are popular among our students and well-accepted by every instructor, counselor, and administrator. The students' evaluations reflect knowledge and appreciation of cultural achievements in which members of foreign cultures take pride, as well as empathy, tolerance, and broader perspectives on other cultures. Many students seem to understand the comprehensiveness of cultures and the universality of culture.

These correspond to the aims of our traditional courses in Humanities (e.g., Western Civilization), but many students prefer taking experimental courses where the methods used are perhaps more individualized. While our traditional Humanities courses possibly make higher demands and cover wider areas, the advantage of the experimental cross-cultural studies is the challenge they present to the student. When the student has completed these courses, the "foreign" should no longer be foreign to him/her - nor s/he to it.

The courses could also be described as career-related, since we strongly recommend them not only to language majors, but also to those (eg., future nurses, bankers, business and real estate administrators, clerks, investors, secretaries, etc.) who work closely with non-English speaking minority groups.

SPANISH FOR MEDICAL SERVICE PERSONNEL, PORTUGUESE FOR MEDICAL SERVICE PERSONNEL

Department of Foreign Languages, Rhode Island Junior College, Knight Campus
Olga K. Ingelse

Reflecting the needs of our area's growing Portuguese and Spanish immigrant population, Rhode Island Junior College-Knight Campus began offering career-oriented courses which would facilitate communication between medical personnel and the non-English-speaking patient. Need for the courses was determined by a survey of administrators of local hospitals, nursing homes, and mental institutions. Nearly all respondents expressed interest in such language training and indicated greatest demand for Portuguese and Spanish (only in nursing homes was the need for French or Italian prevalent). Respondents expressed a genuine desire to have their staff members take such courses.

Once the need was thus documented, a committee in the languages department designed syllabi for the courses and, together with other material such as bilingual hospital flyers and instructional sheets, presented them to the curriculum committee at the college. Course approval was granted promptly based on the belief that the junior college is the institution best equipped to handle the wide range of career-oriented programs which should be available to the community in order to promote improved communication and to add relevance to the study of languages for students at the two-year institutions.

The courses, initially offered only through our continuing education program during the evening, were publicized by members of the language department appearing on local television programs, as well as through advertisements in local newspapers.

There have been no major difficulties in obtaining materials for the Spanish course, but materials in Portuguese aren't readily available, and the responsibility of preparing material as needed rests with the instructor. In Spanish we have been using two different texts only one of which has some taped material. The lack of tapes sufficient to encourage and facilitate the aural-oral approach so important in a course of this nature has prompted members of the Spanish faculty to prepare tapes to be used in conjunction with the written material available. Tapes I have made with the aid of a native Colombian student have been used not only by my students, but also by others taking the course who find the material useful because the Colombian and Cuban accents on the tapes add another dimension to their listening and comprehension ability. Some students have taped the material for continued personal use.

Several members of the Spanish faculty teach the courses, which are now offered in day and evening programs. Evening sessions are particularly well-attended by people on the job taking advantage of the opportunity to take a course that is both useful and rewarding in meeting the needs of their non-English-speaking patients.

It is our feeling that the course has achieved most of its educational goals and that it is comparable to traditional offerings as far as rigor is concerned. The nature of material covered depends on the group of students in a particular class-technicians, dental secretaries, nurses, or other paraprofessionals. Usual-

ly, after a preliminary introduction of everyday expressions and pronunciation, we begin to tailor the course to the needs of the class.

Portuguese for Medical Service Personnel and Spanish for Medical Service Personnel carry three elective credits each but cannot be taken for credit towards a departmental major because the emphasis is mainly aural-oral and the vocabulary basically medical and service-oriented. We do not teach grammar in the course (although sometimes students ask us to explain the reasons for different patterns and changes) so that the course could not replace traditional college language courses.

Members of the Department who have taught the course feel it worthwhile to teach some of the skills necessary to effectively communicate with the immigrant patient, but at times somewhat frustrated by the limitations of a one semester course. Students generally react favorably and have high praises for the course and the instructor, especially students working in the field who realize how necessary and helpful a tool the foreign language can be. Students who have completed the one semester course have requested a second term; in September 1976 our Continuing Education Program will offer a second semester of Spanish for Medical Service Personnel for the first time.

In general, the reaction of the college community has been favorable. Languages are no longer viewed as merely required courses, but as means of promoting understanding among people and rendering a very useful service to the community. Some students are also becoming interested in the cultural backgrounds of the patients they meet; this curiosity has led them to related areas of study. We have also found that once exposed to the language, those genuinely interested in learning it are led through the back door in to the more traditional courses when their program of study allows them to take other electives, of later, into our Continuing Education Program.

It is my opinion that the course has great potential if both instructor and student are committed to its success. When the course was offered for the first time, there may have been some students who thought they could earn three easy credits, but as the material was introduced and specific demands made, they realized they had to perform. This problem is minimized as "word gets around" and students realize what is expected of them. As stated earlier, the more mature student and those already in the field who face the practical need of the language are very interested in getting as much out of the course as possible. They requested the sequel to the course and also asked that we extend the class period from one hour three times a week to two hours twice a week in order to provide more in-class practice and continuity in the daily sessions. To date no action has been taken regarding the latter request since it would present problems in scheduling.

There is no doubt that for the more traditionally-oriented faculty the teaching of a course stressing mainly aural-oral skills is somewhat frustrating. But how rewarding it is to find that however imperfect the Spanish may be it can at least establish communication. The barriers are thus reduced and a tremendous sense of fulfillment makes the learning process meaningful and worthwhile. This is the feedback I have received from some of my students, whose elation and pride I have shared.

Berkshire Community College has always had a strong secretarial arts program to provide trained personnel for industries in the immediate area. Berkshire County, however, is not close to large urban manufacturing and commercial centers. Boston is 150 miles away, but even if it were closer our experience has shown that our graduates will not often travel even 30 miles to Albany, New York, to seek their livelihood.

Members of the Modern Language Department were consequently somewhat surprised when our Secretarial Arts Department asked us to offer a pilot foreign language option for the executive secretarial program. It was decided that, while there was no immediate regional demand for such graduates, we should provide the option for those of our students who might be moving to the large urban centers and for whom such a skill might be the determining factor in a resume. The project would be on an experimental basis for two years to see if it corresponded to a student need.

The "extra" course, which the teachers from both the Secretarial Arts Program and the Modern Languages Department agreed to accept as an overload to their normal programs consisted of a Bilingual Secretarial Workshop, offered to skilled Secretarial Arts students concurrently with their second term of intermediate level foreign language study. The overall goal of the three-credit workshop was to give students special foreign language skills necessary in business office.

The most important skill of these skills is the ability to translate or to prepare abstracts of business letters received in the foreign language. Familiarity with standard business abbreviations, special business vocabulary, and standard business forms, as well as practice in using technical dictionaries and other materials in the target language is required. Students also learn to translate English business letters into a foreign language using a form and vocabulary that will make them easily understandable to those receiving them. An additional skill for this purpose is practice in typing in the foreign language and ability to use English/foreign language dictionaries. Students will also be familiar with the spoken language, but complete fluency in the spoken language is beyond the scope of the second year course.

The foreign language teachers help with special vocabulary, business forms and abbreviations, verify progress in the foreign language typing skills, and guide the student in improving translation skills. The secretarial teachers provide appropriate business materials, read draft translations and put them into proper form, and check finished, typed English translations for secretarial skills. Most students wanted extra skills in Spanish. Fortunately, we had an instructor with a broad enough background to be able to help them; not every language instructor is qualified to deal with the special problems of business communications.

In our semi-rural area it was a bit difficult to obtain letters from Hispanic countries, and Barbara Steel de Meza's excellent handbook had not yet been published. We were able to obtain the manual of the Academias Pitman in Buenos Aires, a similar text from Barcelona, a bilingual text from Mexico on the secretarial arts as well as a text from Mexico containing photocopies of many letters from the files of firms in Mexico City. All had drawbacks: the Argentine and Spanish texts, while very useful in other respects, had no model English trans-

lations; the Mexican texts had in one case very poor translations and in another translation into archaic business English, such as "Your most humble servant," as opposed to modern American. The American handbook has excellent material both in Spanish and in English, but lacks information on abbreviations, which often turn out to be the student's greatest problem. A judicious combination of texts has helped us give our students an adequate background in the target skills of the workshop.

While we have had very positive evaluations from students who have completed the course, it is too young a program to have brought forth any "career feedback." However, as one more indication to our students, along with a personal interviews project, a pen-pal program, and sample graduate research projects, that communication skills are developed in our foreign language classes, the Bilingual Secretarial Workshop has been a success.

Beginning and Intermediate French

Department of Foreign Languages, San Diego Mesa College (California)

J. Michael Moore

Personne n'ose dire adieu à une
habitude--Balzac

It took us over a decade to overcome Balzac's dictum. In comparing Mesa's foreign language instruction to my own education, another dictum, Vive la difference, can best describe our metamorphosis. John Steinbeck once referred to California as "tomorrow land," and indeed, San Diego's Board of Education and our State Department of Education exhibited great foresight in planning education for the twenty-first century.

At present, San Diego's community college system provides services for more than 80,000 students in a cluster of four strategically-located community colleges within city limits. San Diego's "junior" has graduated, not into a four-year college, but into a community college par excellence, with a budget of more than fifty-three million dollars.

Before delving into the specifics of a model curriculum with special emphasis on French, it may be helpful to outline the philosophy of the community college movement, since it constitutes "the difference" vis-à-vis the tradition.

Initially let me cite a few facts little-known in academic circles. Community colleges--the terms "junior college" and "community college" are synonymous--number approximately one thousand; the number of students enrolled in credit courses is roughly three and one half million.¹ In California alone, enrollments in the 106 community colleges have reached 958,530 students in credit courses, compared to 414, 139 for the University of California and the California State Universities and Colleges combined.²

We believe a democratic society stresses above all other considerations the value and interests of the individual, and fosters such understanding by creating a climate that is both hospitable to people of all backgrounds and one that accomodates the diversity of our students' aspirations. We believe we must offer our services to all who desire them, not just to an intellectual or economic elite, or to those whose educational needs fall into strictly defined traditional patterns. Since educational needs are not static, we recognize the necessity to continually tailor our curriculum to the changing educational, cultural, geographic, and economic requirements of the community which we serve. And we believe we must cherish and protect the traditions of academic freedom and responsibility. Education is not something that "happens" only to the young and only in specially designed classrooms, but is rather a lifelong process, its requirements varying with an individual's age and circumstances.³ It is in this context that the structure and goals of the language program described below must be understood.

At the end of the spring term 1976, seventeen students completed Beginning French; the course met five times a week for fifty minutes for a period of 18 weeks. It carries four transferable units of credit. Thirty students were enrolled at the start of the semester. (we consider attrition of forty to fifty percent normal

in foreign language classes.) Of the seventeen, four were over thirty years of age; the remainder between twenty and twenty-five. Seven work part-time; one is a full-time registered nurse; two are veterans. At other times our students have included retired military personnel, a retired husband-wife team [in French 101] who returned for accelerated German a year later, and who in the meantime had practiced their acquired skills in Europe and the Orient. We also enrolled a French native who wanted a review of syntax and grammar. The physically handicapped and senior citizens also number among our students.

We take attendance daily, and normally recommend that students with more than five unexcused absences be dropped from the roster. The department allows a student to withdraw as late as one day prior to the final examination without penalty. Of the seventeen, two took advantage of this option, indicating they wanted to repeat the course. Six of the seventeen in the 1975-76 class earned a grade of B; seven earned A's.

In addition to student evaluation of courses, our department requires students to inform us of their background and reasons for taking a course. In the recent class, four were majoring in psychology, three in the natural sciences, two in foreign languages, three in applied arts, one each in nursing, accounting, and recreation leadership; there was one flight attendant, and one "undeclared." Fifteen had previously studied a foreign language, and twelve had traveled--several quite extensively--outside the U.S. Most needed French to fulfill their foreign language requirement, and a variety of personal reasons was cited by others.

Student evaluation indicated that class morale was extremely high. Students unanimously agreed to have derived greatest satisfaction from the fact that the course was conducted entirely in French. By the same token, the instructor was elated with students' performance and esprit de corps.

The Department of Foreign Languages, which has benefited from NDEA support, features two Level II language laboratories, almost all audio-visual aids and electronic equipment commonly approved for use in public institutions, as well as such realia as maps, foreign newspapers, travel posters, etc. Recent innovations include converting one of the labs into an electronic classroom giving students and instructor instant access to instructional aids without having to change rooms, carpeting the room to eliminate extraneous noise and add congeniality, paneling two walls for display purposes such as an exhibition of French Impressionist paintings or French châteaux. A technique used at the Defense Language Institute and introduced here--teaching in a circle and using tablet armchairs--has found general approval among colleagues and students.

Despite paraphernalia, the non plus ultra is, of course, a teacher full of enthusiasm, Gemüt, a sense of humor, and utilizing Kinney's technique of instant reward--flatterie à la française--thereby teaching culture with a "small 'c'", and "hamming it up" American-style.

Under ideal conditions, any text--we prefer Parole et Pensée, 2nd edition, by Yvone Lenard--structured in a manner such that it can be taught in French, should do well provided: (1) it does not serve as the sole source of information; (2) a prearranged number of chapters is not rigidly required to be completed in a given amount of time; and (3) use of the text is augmented by other activities. We stress the four basic skills equally, refraining entirely from translating,

which we feel should be taught as a separate skill at a later time.

The type of classroom activities we incorporate are of an interdisciplinary nature and deal with the teaching of culture and civilization. They include: (1) musical presentations including the singing of French folk- and popular songs; (2) slide presentations of the works of French artists; (3) a Land und Leute series of sound filmstrips⁴ I produced in Europe; (4) current events articles from publications such as Paris-Match and Le Monde; (5) exploration of French cuisine including a Festival de Fromages and a traditional dinner in a French restaurant at the end of the course; (6) the inclusion of native speakers in classroom and other activities; (7) films such as Le ballon rouge and Paris vu par... ("Six in Paris"). (Student evaluation of item seven was low; the majority felt that the three classroom periods it took to present the latter could have been spent more advantageously.)

California's community college system does not offer a study abroad program, but prior to the cancellation of student fares, I took several groups to attend M. Matore's Cours de Vacances at the Sorbonne. Last year one student traveled independently to study the Paris Metro--(San Diego has been discussing rapid transit)--and will return this summer to continue his feasibility study. Our department awards up to six credits for such independent study. Central College has a study abroad program for which I serve as an advisor, and occasionally students able to finance it take advantage of a full year abroad.

The Department of Foreign Languages also offers accelerated courses⁵ in French, German, Italian, and Spanish. All are popular. In French, we follow the above techniques, but French 101 and 102 are combined in one semester and the daily contact hour is doubled. My colleague in Spanish takes his students to Mexico for field work; they are assigned to Mexican families and pursue a given project. Students in German present a term project, the most unique to date a paper on the historical background of a student's impressive collection of Biersteine.

New courses are normally suggested by local citizens, and the administration rarely turns down requests provided a sufficient number of students is interested. The following new courses have been approved for fall 1976: Portuguese 101; Hebrew 101; Medical Spanish; and Business Spanish.

A visitor to Mesa College would find announcements of new courses all over campus. A public relations department does an excellent job of working with our local news media. They also maintain a mailing list of over two thousand persons who wish to be informed of Mesa's activities. And our department has established fine rapport with those who counsel students regarding course registration.

Thanks to Mesa's favorable image in the field of foreign language education, we are the only institution in San Diego--including five four-year colleges and universities--to offer a comprehensive foreign language program each summer in two sessions as well as an eight-week evening session. In summer 1976 we are offering French, German, Italian, Russian and Spanish.

Footnotes, Moore article.

¹CCJCA News, Vol. 7, No. 1, 1975.

²Cf. "Total and Full-time Enrollment, California Institutions of Higher Learning, Fall, 1974.

³See also, Within Reach, Vol. 14, No. 10, p. 2, June 1976.

⁴Focus on the French Language, 4 sound/color filmstrips ("Focus on Paris"; "Focus on France"; "Focus on Belgium and Switzerland"; "Focus on French around the World." Encore Visual Education, Inc., Burbank, California, 1976.

⁵Cf. "Capsule Courses," by J. Michael Moore, The French Review, Vol. XXXIII, No. 5, April 1960.

FOREIGN LANGUAGE FOR TRAVELERS

Department of Foreign Languages, Santa Rosa Junior College (California)
Ruth Parle Craig

Approximately ten years ago, lower division offerings of our evening college in French, German, Italian, Russian, and Spanish were dying of attrition, not only in the progression from first to second semester but from month to month. The anxious hours of the deathwatch brought with them much self-scrutiny, and we concluded that the evening classes could not survive, let alone tolerate, (1) weekly three-hour sessions without laboratory time; (2) substantial homework assignments, and (3) attempts to develop four skills, including equal emphasis on writing skills.

In these anxious hours, we asked ourselves why our students were enrolling in foreign languages classes. Most were preparing for travel or vocations.

After establishing new goals for courses for health, social welfare, and law enforcement occupations as well as for the traveler, we initiated a change in the French offerings. Texts requiring a predominance of audiolingual learning were selected. In French and subsequently in the other language offerings, "Where is the Library?" became "Where is the restroom?"; "I need some paper." became "I need some toilet paper." or "I need an extra pillow," "I have a blue pencil" evolved to "I have a sore throat." "His book" or "Their novel" became such first-person items as "My tickets" or "my seat."

Further changes in the course for travelers include such as these: 1) sentences such as "Do not raise this window" replaced "Change the infinitives to the appropriate past tenses"; 2) conjugations concentrated on I, we and you in tenses indicating present, future, and a past tense for completed past action; 3) more use of irregular verbs, since these are used with high frequency in average speech; 4) emphasis on adverbs rather than adjectives. Moreover, utterances now cover the gamut of needs for expressing politeness, including appropriate gestures and other body movements or attitudes. In short, the language is for immediate use to meet the needs of anybody and everybody in the world of travelers.

From that first "run" in French and ever since, the printed word has been used early but sparsely in all languages. A beginning cultural reader and many teacher-prepared materials are introduced at the outset. Other materials include short films, slides, and filmstrips. Discussions on the foreign culture end the long evening classes.

The first French course was successful and remains so. Enrollment soared to more than sixty students per class the first year. The following year, courses in German, Italian, Russian, and Spanish were added. Only Latin has remained purely academic. We changed the year-course numbering system to avoid confusion with the established lower division sequence of the day classes. Eventually, these three-hour, three unit, single session evening courses extended to Japanese and Chinese. From the beginning, all the languages have been taught by native or near-native speakers who are teachers either from the regular college faculty (extra load) or from neighboring high schools. Working with the high school faculty has effected improved articulation between the secondary and junior

college levels.

In these transitions from the purely four-skill academic to the more or less four-skill practical (non-literature oriented) courses department members have been in accord, as have members of the Curriculum and Instruction Committee, and of the Administration of the college. Approval has been permanent or until such time as the department should ask for changes or reconsideration.

The courses have advertized themselves through their "satisfied customer." On the average, fifteen evening classes per semester are filled to overflowing. Attrition is due principally to students leaving early for their travels; other factors are changes in holiday or work schedules, and health problems. Many take advantage of a very late permissible withdrawal date in order to avoid the required final examinations.

Mandarin Chinese, our youngest offering, is entering its fifth year. The DeFrancis text from Yale, with heavy drill tapes prepared by our own staff, is the principal text. The approach is principally oral comprehension and speaking.

In all travelers' courses, the student is permitted to repeat the year course, although receiving no credit for the repetition. In all courses, credit is not a major concern, although many students who are teachers and many who are in occupations requiring a working knowledge of the language (Spanish) desire units, with either a credit (pass) grade or letter grade. The quality of requirements for satisfactory performance on the part of the student qualifies all courses for transfer as electives to the four-year State of California colleges and universities, but not to the University of California system.

The Travelers' courses depend significantly on teacher-prepared materials, on adaptation of existing textual materials, on careful planning for optimum learning of speaking and comprehension skills by "tired" night students, and on teaching excellence coupled with enthusiasm for the course.

The methodology emphasizes heavy use of oral repetition without and then with the printed word. (In the Chinese class, the romanized form of the word is used, not the Chinese character.) Repetitions of whole utterances and meaningful phrases quickly graduate into pattern drills conducted by the teacher with the entire class and then with smaller groups as the rest of the class listens. As structures and vocabulary accumulate through established dialogues and pattern drills, students are able to increase both in independence from imitating the teacher and in ability to conduct basic, useful conversations in smaller, teacher-guided groups.

Signs and menus are memorized. In most languages, additional reading is done at sight with heavy emphasis on cognate recognition and educated guessing. In Chinese, morphemic recognition is emphasized in speech patterns, but very little is done with characters (or the radicals) except in signs, directions, and other items of public use.

Teachers and students alike give frequent testimony to their pleasure in and profit from the course. Teacher satisfaction is high. Student satisfaction seems high as well. Frequently a successful traveler returns to give unsolicited testimony on opening nights of the classes. What better motivating agent for the new students! Students vie with each other to report foreign language con-

versations with visiting foreigners. They compete to bring in more foreign language materials about their country than the most ambitious teacher can hope to handle. They proudly send postcards to their classes, often written in a fractured foreign language, to prove their joy in now "eating the pudding" as they travel.

For more specific assessment, a member of the foreign language department is assigned, though not on release time, to serve as coordinator and evaluator of the program. However, most department members also teach a class for the evening college, so evaluation of the total program is a constant process.

The offerings have proven their worth. Their principal formula works; enrollments are significant; success is measured by actual use abroad. For Spanish, a single special section was created three years ago for the health occupations, with more emphasis on that aspect than on actual travel.

The success of the program brought about the introduction two years ago of French, German, and Spanish sections in the day curriculum. Two factors encouraged the addition to the regular day offerings in lower division foreign languages: 1) many travel course students preferred the opportunity to attend classes day sessions; and 2) many of the day students are travel-oriented and wish to concentrate on oral and comprehension skills. Recently, graduates of the travel classes have been enrolling in the traditional language classes. We are finding that the creation of the courses for travelers has meant more flexibility and success for our entire foreign language program.

THEMES IN HISPANIC CREATIVITY AND THOUGHT: AN APPROACH TO THE MINI-COURSE

Department of Modern Languages, Staten Island Community College (CUNY) (New York)

Marion P. Holt and Luciano Rusich

At the time the language requirement was dropped from the basic liberal arts curriculum at Staten Island Community College in 1973, catalogue offerings in modern languages suggested that the college provided one of the most comprehensive programs of any two-year institution in the United States and one that was superior to those in some four-year colleges. In reality, the courses above the intermediate level--mostly of a traditional period, genre, or author type--were offered only intermittently as electives, and student interest was limited at best. Anticipating a drop in enrollments at all levels, the faculty of the Department of Modern Languages undertook a careful revision of its total curriculum.

At the lower level, courses in basic French, German, Italian, and Spanish conversation and a course in Spanish for hospital personnel had already been introduced. The content of these courses was improved and video tapes were developed to complement the texts in Spanish for healthcare personnel. The introductory courses remained essentially the same, with four hours of class instruction and one hour of laboratory each week. In order to provide attractive elective offerings in languages, a series of culture and literature courses of one and two hours, under general headings that permitted the development of special topics and themes, were proposed by the department and approved without undue debate by the college curriculum committee. These new proposals took into consideration not only the evolving interests and needs of students but special expertise within the department as well. (In Spanish, certain viable and essential three-hour courses, such as Latin American Literature, Hispanic Civilization, and Spanish Theatre, developed as an internship course, remained in the curriculum in slightly revised form). New opportunities for experimentation and further development were made possible by the introduction of "Themes in Hispanic Creativity and Thought," a one-credit course which could be offered on a variety of topics and in unconventional time slots. As approved by the college curriculum committee, any "theme" could be offered as many as three times; then the course would have to be defined and be approved as a permanent listing if the department wished to continue it. For practical recording purposes a series of numbers was made available so that each "Theme" could be be appropriately identified on student transcripts.

From the beginning, the shorter courses at Staten Island Community College were expected to be given both in the original language and, whenever possible, in English translation--either in separate sections or in bilingual combinations the department had already found to be effective. In this way the course could serve serious students of languages, students of foreign background, or students seeking an additional elective in the humanities area. But courses in Hispanics in English translation are frequently hindered by the deplorable lack of translations of major, and some interesting minor, peninsular and Latin American writers. This is especially true in the case of modern peninsular writers.

¹ See Options for the Teachers of Foreign Languages, Literature, and Culture, MLA - 1976

For the academic year 1976-77, two such minicourses have been planned. The first, to be offered during the first seven weeks of the fall semester on a two hour per week basis, will be "The Artist in Drama. It will be based on the portrayal of Velazquez by Buero Vallejo in his historical play Las Meninas and supplemented by Ortega y Gasset's biographical study of Velazquez. The play is well suited to the exploration of a number of themes which capture the interest of the contemporary student: the relationship of the individual to the political environment, the struggle of the creative person in society, and even the problem of racial antagonisms as revealed in the character of Juan de Pareja. Slides of the artist's paintings will, be used and his techniques considered; a field trip to the Metropolitan Museum where Velazquez's portrait of Juan de Pareja is on display is being considered. The original plan of the course included Buero's play on Goya, El sueño de la razón, but in order to make possible a bilingual approach, it was decided to concentrate on a single play, Las Meninas, of which an unpublished translation is available to the instructor.

The minicourse planned for spring semester deals with social and political events of the Mexican Revolution as interpreted in selected novels and aims to present stages of the Revolution, the cataclysmic impact of the struggle in all aspects of Mexical life, and, finally, how it provided literary raw material for some outstanding Mexican authors. In order to achieve this goal in the limited number of contact hours provided, the proper choice of texts from the great number of novels of the Revolution is of utmost importance. The following criteria for selection were applied: ideally, texts should focus on a specific stage of the Revolution constitute a sequential whole, given a complete picture of the Revolution and, preferably, presenting it as veiwed in different times and in different literary styles; and be available in both English and Spanish. The texts selected are Yanez's Al filo del agua, Azuela's Los de abajo, and Fuentes' La muerte de Artemio Cruz. Each text, besides fulfilling the prerequisites, represents in its own right a milestone in the history of the Mexican novel.

A recurring problem in organizing both "mini" culture courses and thematic courses is the tendency of some teachers to view the minicourse as a kind of condensation of a traditional three-hour course in civilization or in literary analysis. It is essential that each instructor define a new set of aims and goals, with full understanding that the product must not be a watering down of some pre-existing course. Otherwise an unfortunate perpetuation of the latter in an academically inappropriate format, with resulting student dissatisfaction, can be expected. Obviously, attempts at "surveys" or "panoramic views" cannot be successful nor are broad investigations of major writers such as Cervantes, Galdos, or Unamuno be practical. But it is possible to examine aspects of the technique or thought of such writers through the study of carefully selected texts and to relate their work to social, political, or artistic developments.

Severe limitations of the number of classes to be scheduled during recent semesters have prevented the department from implementing the new courses as quickly and as extensively as had been planned. We have attempted to avoid conflicts with areas that were covered by regular three-hour courses in a given semester. And special offerings have been rotated among language areas

without creating competition for students among the several languages taught. Team-taught, two-hour culture courses ("Spain-Italy" and France-Germany") have been offered in both day and evening sessions with fairly good response. But student interest is quite unpredictable, and although a "topic" course in Italian survived, a similar offering in French had to be cancelled because of low enrollment.

Due to restrictions resulting from conditions which currently prevail in the City University of New York, it may be some time before the results of the new courses can be truly evaluated. It may be that the one or two-hour courses do not have a permanent place in our curriculum, but at present they are unquestionably academically-sound alternatives providing stimulation and challenge for both student and instructor while encouraging cross interdisciplinary approaches to the study of foreign literatures and cultures.

THE NATURE OF MAN AND WESTERN SOCIETY

Liberal Studies, Merrimack Valley Branch,
University of New Hampshire

William A. Cook

The Merrimack Valley Branch is a two-year commuter college with a predominantly adult student population. Most students are returning to the classroom after several years' absence. They work part or full-time and lack a traditional high school background. Younger students, not attending the university or the state colleges, have an opportunity to pursue higher education at this open-door commuter college.

The Branch began as an extension unit of the University, offering a number of traditional courses and no degree program. Over a period of time the non-traditional population attending the Branch forced consideration of a more suitable curriculum, although limited funding prevented extensive assessment of needs, and faculty and administration had to rely on their own judgements and results of limited surveys. Two philosophical assumptions undergird curriculum development at the Branch: first, a belief in the necessity of integrating career orientation with liberal studies; second, that an interdisciplinary learning process is most effective for an adult population removed in time from formal classroom study and with the highly diverse capacities characteristic of an open-door college.

The Nature of Man and Western Society course is a team-taught interdisciplinary study of man in western society which examines themes and issues. First semester topics are "The Biological Heritage of Man," "Primitive Man's Relationship with Nature and His Agressive Tendencies," "Myth and Religion in Primitive Societies," "The Beliefs and Political and Social Organization of Ancient and Classical Civilizations," and "The Development of Judaeo-Christian Culture in the Medieval World." Second semester topics include "The Growth and Impact of Science on Western Culture," "The Rise of Secularism in Capitalism, Religion, and Rationalism," "The Emergence of Mass Society and the End of Economic Man," "The Meaning of Totalitarianism for Man and Western Society," and "What We Face in the Future." The Nature of Man and Western Society serves as a core course to a cluster of courses in humanities. The team which teaches it consists of a scientist, a historian, a humanist, and a sociologist. Revision this year, responding in part to cost efficiency, has changed the position of the scientist from full team member to guest lecturer.

The cluster concept requires an interdisciplinary core which crosses departmental lines in order to provide the student with terminologies and perspectives appropriate to a number of disciplines focused on a single subject. The resulting synthesis of knowledge provides the marginal and adult student with a requisite vocabulary and an understanding of the inter-relationship of discipline-based knowledge. In addition to the core, individual satellite courses designed according to specific disciplines use the same subject or theme for an in-depth study from the discipline's perspective. For example, a literature satellite course to The Nature of Man and Western Society is a course Literary View of Man

and Society: Myth and Legend; a history satellite course Freedom and Liberty concentrates on continuity and change in concepts of man, theories of government, and social structure. Other satellite courses exist in art and philosophy, others in sociology and language are planned.

Because of financial limitations and the inability to project accurate enrollment figures, there is at present no requirement that students take a given group of courses within a cluster, though there is a humanities requirement for the AA degree.

The survey questionnaire which led to the development of The Nature of Man and Western Society provided the following information. Of the student population, half male and half female, roughly half of whom were over the age of 22, and one third of whom were over the age of thirty, the major interest area was the social sciences, followed by the natural sciences, career studies, and the humanities. Within the areas of history and political science, interest tended to focus on social change, European history, and Western society. Within the humanities, major interest focused on topics such as mythology and literature, the Bible as literature, and English literature. The largest interest in the natural sciences was in the topic "Science, Man and the Universe."

In designing the core, the team attempted to respond to student interest by examining humanistic concerns through themes and issues imbedded in areas identified by them as significant. In designing a structure for the course, the team worked the themes and issues into historical perspective in order to fulfill a requirement of the larger curriculum design created for the college.

The organizational structure of the Merrimack Valley Branch does not provide for departments. Faculty involved in the creation of The Nature of Man and Western Society, while representing different disciplines, work together in the same offices and share the same resources. As a result, there was an ease of collaboration in the creation of this course and few problems were encountered. Initial difficulties arose when the course was brought through the structure for academic approval at the University. However, with careful explanation of our unique needs in Manchester, general approval was granted. Since there was no attempt to make this course coincide with existing University offerings, there was little difficulty in having it accepted in fulfillment of basic humanities requirements and for transfer.

Administrative reaction to the course has been supportive because it represents one of a number of clusters now under development at the Branch, and because it is expected that our program will develop in this manner. Indeed, the Branch has provided a policy which incorporates team teaching and curriculum development into the faculty workload. Faculty hired at the Branch anticipate working with members of other disciplines since that is part of their job description.

All core courses, team taught or otherwise, are part of the regular load of the faculty. We have found, for example, that team teaching, when offered by a course for the first time, requires almost twice the preparation time as a traditional introductory course and have had to provide reduced teaching loads for faculty engaged in team teaching. Preparation here includes the reading of all materials by each faculty member, and that means the scientist reads philosophy, the philosopher science, and so on.

Revision of The Nature of Man, undertaken this past semester, including input from a variety of consultants brought in from Durham and the New Hampshire consortium, has wrought certain changes in the overall structure, for example: (1) the reordering of themes and issues to capitalize on immediate student interest and relevance; (2) the reduction of the scientist's role from full team participation to guest lecturer; (3) greater emphasis on art and music.

An evaluation of Man and Society contained conventional items to guide us in the selection of materials, sequence of presentation, and student involvement in the course. Apart from these items for course evaluation, questions were also inserted to measure the achievement of established goals. Generally, our goals can be summarized as follows: to organize a course integrating materials from lectures, discussions and readings, providing information about the nature of man and his society in the West; and developing an appreciation of the themes involved in the topic, Man and Society. Knowledge from three distinct disciplines is to be integrated within a historical perspective.

Results of student questionnaires provided us with insight into student response to the curricular approach--nearly eight out of ten respondents said they would recommend the course to other students. Seven of ten students thought the organization of the course was either "good" or "excellent," while two of three thought integration of the material was either "good" or "excellent." Further examination of these two questions using age as a factor revealed that most favorable responses were among students twenty-two or older. Nine of ten students felt the course was either "good" or "excellent" in improving their knowledge about the nature of man and society. Older students again rated this item more favorably than younger students, although the difference was not great. Student evaluation rated team-teaching highly, with over eight of ten saying that the course was either "good" or "excellent" in this respect. Again, older students rated this item more highly than younger students.

These results indicated to us that although course organization appeared strong, we had to improve the integration of materials and give special attention to why the younger students were not as favorable in their response as the older students. We believe it is possible to realign the sequence of materials to conform more closely to the experiences of younger students. We hope such modification will bring us closer to our goals and resolve in part the dilemma of designing a single course which will serve not only students of different academic abilities but of a widely different experience and background.

VIII

LIFE IN GERMANY, TODAY AND YESTERDAY
LIFE IN FRANCE, TODAY AND YESTERDAY
LIFE IN SPAIN AND LATIN AMERICA, TODAY AND YESTERDAY

Department of Foreign Studies, Montgomery County Community
College (Pennsylvania)

Charlotte Anderson

The Department of Foreign Studies at Montgomery County Community College instituted three courses in fall 1972 in an effort to bolster diminishing language enrollment by providing an opportunity for non-language students to develop an understanding and appreciation of a foreign culture. The three courses, "Life in Germany, Today and Yesterday," "Life in France, Today and Yesterday," and "Life in Spain and Latin America, Today and Yesterday," are offered in English and carry no prerequisites. They may be substituted for a language course if the student has completed at least two years of high school language study or the equivalent (most transfer institutions require two years of high school or one year of college language study).

The philosophy behind the introduction of these courses is that language per se is not only medium of communication with a foreign environment and that an acquaintance with a country's cultural, historical, economic, social and political background will produce as solid a foundation as a study of its language, especially since a language cannot be thoroughly mastered in one, two, or even three years of classroom instruction. The popularity of the courses has borne out this assumption: while many participants were, of course, merely evading language study, many others chose the courses as electives, and all rated them highly on the annual evaluation sheets. For three years in succession every student polled claimed to have gained valuable insights into the life and culture of the country studied and expressed satisfaction with the course.

The courses do not necessarily proceed chronologically, but often rely instead on the presentation of a succession of interrelated ideas. The format of "Life in France" uses various learning resources, such as books, films, slides, and records, to present the historical and cultural development of the nation from prehistoric times to the present, as well as its relationship to other nations and cultures. The format of "Life in Spain and Latin America" attempts to reconstruct the traditions, character, and background of Spanish-speaking peoples, both in their original land and in their South American colonies. The political situation in the various Latin American countries is treated in detail. Here too, a multi-media approach in a lecture-discussion format is employed.

The least conventional of the three, "Life in Germany" first presents East and West Germany as they are today, beginning with discussions of the Hitler era, the development of the concept of the Aryan Superman from Siegfried through Wagner and Nietzsche, Germany's city culture, changes in class structure, the generation gap, shifting roles of male and female, the sexual revolution, the educational system and its pressures, and Germany's artistic traditions. The semester ends with a study of life in East Germany. Whenever possible, each segment of the course contrasts the democratic, Nazi, and communist treatment of

the themes involved. The second term of "Life in Germany" is devoted to a study of those situations in the German past which made the country prone to takeover by a dictator. The theme of religion in its various interpretations is pursued as a central guideline. The Baroque and Romantic eras in art and literature are emphasized as social and psychological phenomena significant to Germany's development, and emphasis is given to the World War eras, especially to the topics of political confusion, inflation, depression, famine, and destruction. At no time is there an attempt made to reconstruct in detail military campaigns or political developments; instead, the life of the German people throughout these developments is traced. Readings in literature all have a social content. Slides, movies, and documentaries augment lectures and discussions.

The courses are not now and never have been considered to be interdisciplinary. An occasional guest lecturer is invited, but this is the exception rather than the rule. The staff teaches these courses as part of their regular load and according to their own plans and methods, on the assumption that a rigid pattern superimposed on such diverse materials might constrict rather than enhance course content. The courses are a mainstay of the department and would continue to be offered even if changes in staff were necessary.

There has been some difficulty in obtaining good translations in paperback of literary selections. There have been experiments with presenting dramatic readings on tape and selections of literary works on an overhead projector. A suitable textbook for "Life in Germany" hasn't been found' consequently, most of the background material is now handled in lecture form.

Few problems were encountered in obtaining approval for the courses, since both faculty and administration perceived the need for this kind of course. There was an informal agreement with the History Department not to teach pure history; the agreement which has been strictly kept, since it was never the intention of the department to restrict itself to only one aspect of foreign culture. The matter of credit for the courses was solved by changing the name of the department from "Modern Languages" to "Foreign Studies," and changing the formal language requirement to a requirement in foreign studies, which included the "Life" courses. In all transferring institutions the "Life" courses were accepted as electives in sociology.

The courses have, without question, added a new dimension to the department: they have opened avenues of communication far beyond those of elementary language study, and they have aroused the interest of other departments. Each year a number of students enroll in the corresponding language course the following year and some take both simultaneously. Faculty members enjoy teaching the courses for the variety, challenge, and reward involved in presenting so complex a body of material.

Within the past year there has been a regrettable drop in enrollment due to the fact that the humanities in general have fallen into disfavor. The sociology department too, under whose heading these courses rightfully belong, has lost much of its popularity as business and other vocational curricula seem to be claiming all of the students' time. It is hoped these trends will reverse themselves in time and that the humanities and related courses will regain their importance.

IX.

CONVERSATIONAL SPANISH FOR POLICE

Division of Humanities and Fine Arts, Holyoke Community
College (Massachusetts)

Gerhard M. Wilke

Conversational Spanish is structured for police and others interested in learning to express themselves tersely in matters of interest to them. The course attempts to give the participants practice in understanding the idiomatic speech of the native speaker, to enable them to communicate with Spanish-speaking natives, and to provide insight into their culture.

Grammar, as such, is avoided; stress is on imitation, comprehension, and the ability to respond to oral language patterns. The language laboratory is used to improve pronunciation and comprehension.

The course is taught more efficiently and effectively with the help of a native aid, who models dialogues, makes tape recordings, explains cultural differences that may cause conflicts, corrects pronunciation, and generally serves as a consultant, supplementing the instructor's role.

Since the Miranda warnings are essential in almost every arrest, we place particular stress on the clarity and pronunciation of them.

Understanding family names of Spanish-speaking people is essential to policemen, especially when they must fill out investigation reports; consequently, a section of the course is devoted to family names.

Since it is also important to know the days of the week, the months and years, we place particular emphasis on birthdays, since birthdays bring all of the above into practical use.

Police department reports, such as missing person reports and investigation reports, are presented in English and in Spanish. With each report questions are formulated, and possible answers are suggested so that participants may be somewhat familiar with what they can expect to hear as responses. Questions and answers are also taped by the instructor and the native aide.

When the course was proposed in April 1970, policemen attending Holyoke Community College had expressed an interest in learning to communicate with the Spanish-speaking natives in their neighborhood. But they did not have two or three years to spend learning Spanish. Conversational Spanish for Policemen was conceived and offered. The police were interested as long as it fulfilled their needs and results could be seen immediately.

We initially offered the course only through our Continuing Education Division, but after two years, permanent approval was readily acquired. No special funding was ever obtained.

The Dean of Continuing Education advertised the course in area newspapers, our public relations director wrote articles about it; the instructor videotaped a

class, and the tape was presented at meetings of the Massachusetts Foreign Language Association.

When the Board of Regional Community Colleges no longer permitted full-time faculty to teach Continuing Education courses during the day, Conversational Spanish for Policemen became a part of the normal load of the teaching staff.

Some of our more traditional language instructors had objected to the innovative approach, but were amazed to hear the responses the policemen gave to Spanish questions, and soon realized that this type of instruction was sufficient for the needs of the students.

Since no materials were available, we created our own using only material which the police could apply immediately in their dealings with Spanish-speaking natives. Participants are pleased to be able to communicate effectively, even though range is understandably limited.

Students taking the traditional elementary Spanish course receive four semester credits, whereas students taking "Conversation Spanish for Police"--due to the more limited material presented--receive only two semester credits. Since the course has a different content, it may be taken for credit by anyone regardless of previous study of Spanish.

Courses of this nature increase the student load of the teaching staff, but only in isolated cases have they attracted students to the regular offerings of the foreign language department.

Many of the policemen reported to me during the course as well as after completion of it how pleased they were to be able to apply the knowledge they had acquired in their contact with the Spanish-speaking members of their community. Many reported that they actually had gained the respect and confidence of these Spanish-speaking natives because of their ability to communicate with them in their native language.

Naturally not all students were willing to communicate with these Spanish-speaking natives, but the willingness or lack of it depended more upon the individual personality of the student than upon competence in the language. Each student had basic skills and needed only the willingness to communicate. If students can overcome their fear of making mistakes, they become willing to communicate with others.

The class itself was sometimes a "buzz" of activity because the participants were paired for enactment of practical situations. Pronunciation was corrected only when it was impossible to comprehend the meaning of what was being said. Evaluation of progress by the instructor is entirely by oral examination.

Other departments have seen the validity and relevance of such a conversational approach, and we have offered the course to people in health-related professions and firemen as well as to other municipal employees.

Holyoke Community College has a Hotel-Motel and Food Service Management Program, and the director of that program and I are considering offering French, German, and Spanish for waiters and hotel managers.

X.

SPANISH FOR COMMUNITY SERVICE I & II

Department of Foreign Languages and Literatures,
Rockland Community College (New York)

Norman D. Arbaiza

Initial interest in the course came from students in the Department of Criminal Justice. In 1972 several students who were also police officers expressed a desire to take a Spanish course on the "police parallel" arrangement--the same course is given twice on the same day and by the same instructor, once in the morning and once in the evening. The instructor presents the same material at both sessions, and students are free to attend either class, depending on their work schedules.

The first semester we offered our regular elementary Spanish course, but its inappropriateness was soon apparent, and the attention of the department was directed to designing a course that would meet the needs of the police officers. I and the two other full-time Spanish instructors developed "Spanish for Community Service I & II," and each of us has taught the course on different occasions, either as part of regular class-load or as overload.

No difficulties were encountered in gaining approval from administrators or from colleagues for the course. No special funding is involved, although some could be used to pay native informant assistants.

Central to the development of the program was a determination of the extent to which the content would consist of general Spanish vocabulary, pronunciation, grammar, etc., and to what extent of specialized phrases and lexical items. This was complicated by the fact that enrollment was not limited to policemen and would-be policemen; quite a few students from other fields, including firemen, nurses, social workers, and primary school teachers enrolled, particularly in the evening section. The compromise solution emerging from experimentation was the use of a simplified general text as well as a phrase book, the latter used more in the second semester than in the first. Conjugations are taught as such and drilled in endless exercises (with "vosotros" omitted). Students are obliged to "converse" with each other, using questions and answers supplied by the textbook. The instructor may also be the interrogator, accelerating the pace as the class progresses. The use of "native informants" as interrogators has been tried successfully, and, budget permitting, will be increased in the future. Among those chosen for this role would be "Spanglish" or "street-Spanish" speakers.

Use of the phrase books is held to a minimum until students can pronounce the words and are able to understand what it is they are saying, as well as recognize variations.

Considerable use is made of cognates, and the textbook selected was chosen mainly for extensive presentation of such words, grouped by terminations, such as "-ble" and "-tion."

During the first semester conjugations are limited to the present, the preterite, and the ir a construction in lieu of the future tense.

"Spanglish" lexical items, such as el rufo, la nursa, la groceria, la marque-
ta, la renta, are presented, and students are invited to bring in their own
examples. Such words are not ridiculed but presented as normal examples of
language development in frontier areas between two cultures, and students are
reminded that English was born of Anglo-Saxon and Norman French.

Students are also invited to submit lists of things they may need to say in the
day-to-day performance of their duties such as that most frequently requested
by firemen: "Is there a dog in the basement?"

Reaction to the course has been generally favorable, and we are beginning to
receive requests for a second-year course. Criticism has been mainly from
students who don't want to learn any grammar, and from others who want to learn
more grammar. The former, once they use Spanish on the job, generally soon see
the need to know grammar. Those in the second group, if spotted early, can be
advised to enroll in the traditional Spanish course.

Since Rockland is a two-year school, transferability is an important considera-
tion. It is important to advise liberal arts majors to enroll in the 101-102,
201-202 sequence. For example, students studying for a B.S. or B.A. in social
work should not take the community-service course, but rather the traditional
sequence. Students who take "Spanish for Community Service I & II" and try to
continue in the third semester of the traditional series are unprepared to do so.

At present, it is estimated that approximately seventy students in three sec-
tions are studying Spanish who would not be if this course weren't offered.
This represents an increase from one section of about twelve students a few
semesters ago. Publicity has been largely by word-of-mouth.

These are enjoyable courses to teach; they require a lot of energy, but the
energy feeds back into the classroom as students go to their jobs, use the
language, and return to class amazed and pleased that "it really worked!"